

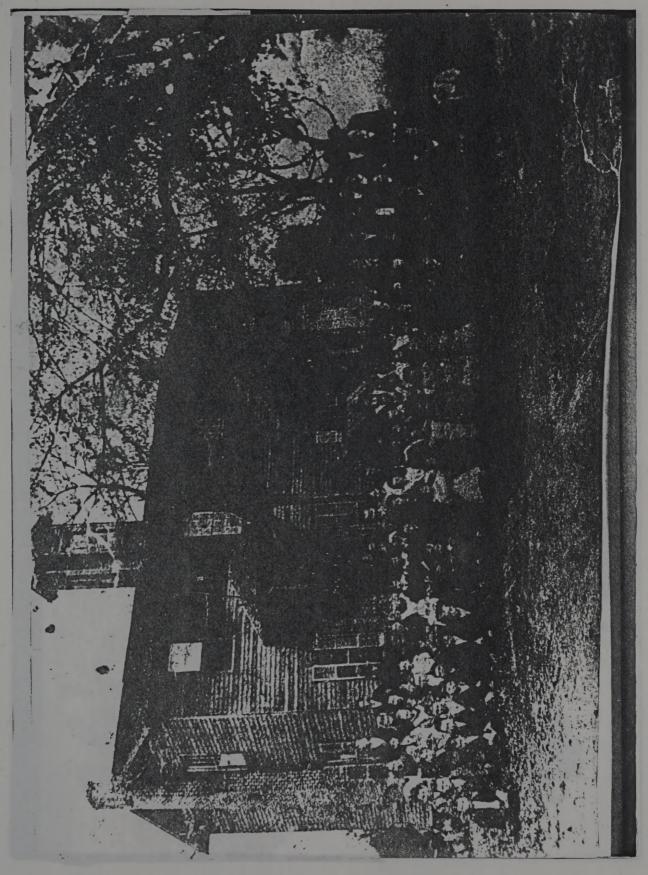






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Dey, John Harry.
The history of education in
Conecuh County, Alabama





A PICTURE OF THE EVERGREEN MALE AND FEMALE ACADEMY

The first structure was built in 1839. That building was destroyed by fire, end this building was completed on the same site as the original building, in 1859.

ALABAMA POLYTECHNIC INSTITUTE

THE HISTORY OF EDUCATION IN COMECUN COUNTY, ALABAMA
1818-1938

SUBMITTED

TO THE ORDDUATE FACULTY

OF THE ALABAMA POLYTECHNIC INSTITUTS

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IN EDUCATION

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Poreword

This thesis represents an attempt to portray the development of a county school system from its inception in a frontier wilderness to the present era. The story of that development is probably typical of practically every rural county in Alabama. In so far as the writer knows, there has been no previous attempt to present the picture of the development of county educational history, as a unit, in Alabama.

It has been deemed advisable to include certain portions of state educational history as indispensable background material. Effort was made to use as little of this general state history as possible. Shere use was made of this material, an effort was made to supplement the story with additional data. Several excellent general histories of education in Alabama are available, and have been used extensively in the preparation of this thesis. There seems to have been no general history of the educational developments in Alabama published since 1915.

This paper sould not have been possible without the many friends whose courtesy, patience, interest, cherity and generosity have enabled the writer to present this material. To professor Martin Luther Back and Doctor Afred wade Reynolds, both of Alabama colytechnic Institute, the criter wishes to express his especial appreciation. Professor Back, as Chairman of the Thesis Committee, assisted greatly in formulating the general plan for the work, and sided con-

36-867

siderably in the organization and presentation of the material and in proof-reading. Doctor Reynolds made many valuable suggestions as to sources of material and methods of approach. He has read the historical meterial and has made helpful suggestions for its presentation. The writer considers himself particularly fortunate in having these two gentlemen agree to serve on the committee.

Alsbama Polytechnic Institute Library, the writer wishes to express his thanks for their helpfulness. Miss Frances Hails, Director of the Archives Division of the Alabama Department of Archives and History, Montgomery, made evailable the original record books and the early documents pertaining to education in Alabama prior to 1875. For this courtesy, he is sincerely grateful. Mrs. Julia S. McKinney, in charge of the files in the Archives Department of The Montgomery

Advertiser, courteously allowed him to peruse those papers for several days. He is grateful to Judge L. W. Price of the Conecuh Probate Court and to Chief Clerk M. C. Dunn, who made available the files of the county newspapers, and kindly furnished a desk in the probate office where he might work.

of the several hundreds of persons contacted in connection with this study, only four have failed to respond. Two of these were very elderly people, one of whom had been recently bereaved and the other physically disabled. To these many neighborly individuals, too numerous to name individually here, the writer is profoundly grateful.

CONTRNIT

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CHAPTAR I

A MACKINGTOND CHAPTER TO 1854 Bistorical Sketch of Conecuh County

"Conscul" is either an Indian word or a word derived from
the language of the Creek Indians to whom the land originally
belonged. Professor W. D. Wyman, of the University of Alabama,
conjectured that the word was compounded from the Creek words
kono (pelecat) and akun (heed). This connotation, however,
did not meet with the universal approval of the later inhabitents of the county, and the ratter was submitted to
Colonel H. M. Cruikshank of Telladega, Alabama, who advanced
the opinion that the present mane was a corruption of the
Creek Sconnoka which literally branslated meant "Land of Cane."
According to the Colonel, who had such practical knowledge of
the Indian dialact, the Conscun Niver, for which the county
was neved, was given the mane Sconnoka because of the dense

Conecuh, before the Revolutionary Ser. 5 This was due in large

^{1.} Biley, B. F., Bistery of Schools County, Mabane, p. 2

^{2. &}lt;u>Ibld.</u>, p. 14

^{3.} Uwen, T. W., Mistery of Alabama and Dictionary of Ala. Biography, p. 515

^{4.} Hiley, op. ctt., p. 14

^{5.} Friver, J. .., the Book of Alban and the Couth, p. 70

part to the fact that the Wolf Path, an Indian trail extending from the Inglish settlement in British West Florida, Pensacola, to the territory of their Indian allies, the Greeks, traversed the area. This trail extended even further north to points along the Tennessee River and to the settlements in the Cumberland region.

The first historical insident of the reseat area of the county, so for as the wite man is concerned, centered around travelers who passed up and down this helf Fath of Pensacola Trail. One of the accounts of the incident states that in 1788, Colonel Kirkland and a party of Acyalists, traveling from Couth Carolina, were milled and robbed by three desperados on what is new Conecuh soil. The tric was composed of a renegade white can known as "The Cat," a bloodthirsty Indian, and a former slave. "The Cat" was captured shortly afterward and hanged to a tree overlooking the creek mass which the crime had been consisted. This stock has since been known as "Murder Creek."

The area comprising the original county was first embraced is an organized form of government by white men in 1798, when the Mississippi Territory was created. In June, 1815 the area came

^{1.} Inventory of County archiv s of Alabama, Vol. 18, Consent County, p. 3

^{2.} Pickett, A. J., History of Alabama 3. Inventory, oo. cit.

under the jurisdiction of county government as a part of Monroe County. In approximately three years, Conecuh County was officially organized.

It might be interesting to note that the first skirmish of the Creek Indian for occurred on Territory that is now included in Conecuh County, at the Battle of Burnt Corn in 1813.2

Three years after the termination of the Greek Indian War, Conecuh County was officially organized by an act of the alabama Territorial legislature on the lota of February, 1818. Conecuh was at that time bounded as follows: on the north, by Monroe and Montgomery Countles; on the mest, by Clarke and Mobile; on the east, by the Georgia State line; and on the south, by Florida, then a Spanish province. Frequent boundary changes in Conecuh have greatly reduced its original area, until today it comprises 849 square miles of 453,360 scres.

The first white man to settle parmanently in Conecuh County was Jamuel Buchanan, she built his cabin on what is now known as Hawtborn's Fill Creek, near Belleville, in the year 1815.

Shortly afterward came Alexander Autroy, who settled a few miles southeast of Belleville, on that is now known as autrey's Creek. He maked his new home "Hampden Ridge." Shortly after Autrey's

^{2.} Pickett, og. sib., pp. 521-25

^{5.} Alabama Territorial Acts, p. 88

^{5.} Owens, co. oft.; p. 373 <u>alabasa acts</u> 1837, p. 87; <u>Iold.</u>, 1882, p. 439; <u>Ibid.</u>, 1862 p. 151; <u>Icid.</u>, 1874, p. 395; <u>Ibid.</u>, 1875, p. 287; <u>Ibid.</u>, 1907, p. 485

removal to Conecuh, he was followed by Thomas Mendenhall, Mili Mendenhall and Meubin Hart all from North Carolina, who settled in and around Belleville, then known as "The Ponds." About this time also same another group of emigrants from Chester District, South Carolina, among whom were Chesley Grosby, Mobert Sayaze, Mabry Thomas, Alexander Donald, Mobert Merrin, and Josse T. Odem, all of whom settled near "The Ponds" or near Mampuon Ridge. It is significant to note that all of these gentlemen had some from the Carolinas, through Georgia, bringing with them the folk-lore and customs of their respective regions.

eastern portion of what is now Conecuh County. At the junction of and's and Nottle Creeks, a community was being developed. This community bousted two stores, a school, and a black-smith shop.

Mere were settled the families of McConnell, Magin, Graham, and Bruntley, all from Georgia. In the meantime, at a point six miles scuth of this community, another community was being settled which within a few years was destined to draw every inhabitant away from the Greeks Community. This never settlement, first inhabited by a Mr. Cameron, was named Brooklyn, after Brooklyn, Connecticut, the former home of one of the earlier settlers, Edwin Robinson, who bought out Cameron's interests. Here care as and Caleb

^{1.} Alley, op. olt., pp. 19-21

Johnson, Richard Surry, James and John Jones, Starke and Berry Hunter, Frank Boykin, and the familles of Hart, Turk, Borton, Lee, Amos, and Mecks. 1

Prior to this period, about 1813, the first settler in the northern part of conecuh County was James Grace, who built his home near the present location of Burnt Corn. To this section came the families of Betts, figure, Green, Lalter, Longuire, Garrett, and Warren.

The present town of Evergreen was first settled in 1819 when James Coney, George andrews, and the brothers Cluff came in.

For years the community site was known as Coney's Old Field. In feet, the establishment of the Lvergreen Wale and Female Academy in 1839 was the reason for the change in name from Coney's Old Field to Evergreen.

Fork Sepulga, named for Sepulga River, was first settled in 1818 by Richard Sermons. He was soon followed by the families of Stroud, Mouston, Harris, Thompson, Dean, Cone, Calloway, Piget, and Page.

The village of Old Town, so-maned because it was the site of an old Indian village, was first settled by the whites in 1820-32. Richard Curry, who had at first settled mean Brooklyn, sought these "greener pastures." Here also came the families of Joel Brown, Matthew Lay, William Rubb, Levi Mobley, Captain Wilson Ashley, adam McCreary, and John Scroggin.

^{1.} Riley, op. cit., pp. 19-21

The present village of Castleberry was first settled in 1830 by the Vilson family, an elderly widow and her two sons. The place was known as Tilson's Field until about 1840. At that time, the Castleberry family moved into the settlement and built a house on the stage road. Their house was used as the stage road way station. Hence the name "Castleberry's" or Castleberry, as it became known at a later time.

These early settlers, ploneers in the true sense of the word, did not at first find conditions so pleasant. Aeverend B. F. Riley stated,

"Starting from their homes in the Carolinas or Georgia, and even from Virginia, those early heroes and heroises were sware of the vast distances that lay between them and their future neges in the South. A wagen or two. drawn by horses or malas or oxen, wore the sole means of transportation enjoyed by an early emigrant for the removal of himself, his family, and his chattels. Stopping at night, the family would rest beneath the sheltering folds of a huge tent. This served as a residence, even after the arrival of the family at their final solding place, until a more substantial home could be erected. With many families, the manner of transportation above referred to, was superior to what they mad. Some regarded themselves reculiarly fortunate in being able to secure huge water-proof hogomends, into which were tightly packed the belongings of the ramily, efter that a long red had been inserted lengthwise. There ams sufficient projection of the rod at either end to enable it to serve as a rude sort of axle. To these points were fitted a pair of shafts, to which was hitched an ox. The move-. Ment of the animal gave revolution to the great receptacle, and over long leagues, reaching across the broad areas of states, the faithful or would draw the unique ens even to the final sestination of his master. This reached, the first care was to clear off so large a plot of ground as possible, preparatory to the erection of a temperary awelling. This was coretrarted after the

^{1.} Alley, op. dit., pp. 46-65

following model: Four corner posts whee fixed upright in the ground, near the tops of which were fixed two small poles, facing e oh other and extending around the four sides of the square. Between these opposite pieces was left sufficient space to insert small saplings which were driven accuracy into the ground. Over the top of this clumsy abode were thrown the curtains of the tent which had served the family in its migrations, besides the skins of animals. The floor was the native firt—hard packed..... Even the erection of tals rude demicile made a heavy draught upon the time of the settler..... That which most concerned everyone was the production of the first orop. The

Reverend Er. Alley continues with this description of the early agriculture in the county.

"Vast forests had to be felled, and the fields to be cultivated, but most aganty was the supply of instruments with which this formidable task had to be undertaken; and the few in hand were of the rudest character. A few axes and grupping hoes such as the soring emigrants had brought with them from their distant homes, were the only utensils that could be brought into practical requisition.

"But with that practical heroism that had prompted them to penetrate these forests wild, they energetically addressed themselvs no the stependous tash. But at every step they encountered new difficulties; one overcome, another was introduced. By dist of ardones and tedious toil, the forests were partially cleared away—but where were the implements of sprioulture with which the soil was to be tilled? A few shovels, spades and note of the rudest character, and an occasional scooter plow were the only implements with which these primitive agriculturists were to raise their virgin crops. The only instrument used by many of the wellthiest farmers, for several years, was a sharply flattened hickory pole, much sorewist in the shape of a crowber, with which holes were made in the earth, and the seed deposited.....

"One of the severest privations to which the pioneer farilies were subjected was a great scarcity of shoes..... The early soil was tilled, through h at and cold, by barefoot men. Men and women taught achool and attended church with feet totally unprotected. And to show that it was not

^{1.} Riley, on. eit., pp. 87-69

incompatible with primitive dignity, one of the warliest aspirants for legislative honors, Captain Cummings, actively convessed the county of Conecuh on horseback, with his feet clad only in their native nudeness.

"To appreciate their struggles with formidable difficulties, one has only to be told that during the year 1818 the settlers of Conecuh had to produce their corn from Claiborne, which had to be transported in sacks across the country on horseback-and that, too, and the constant danger of falling into the hams of roving bands of sayages, who provided like beasts of pres in all directions."

These Indians caused the settlers great uneasiness. Bloody scenes were enacted at the fork of Lepulza and Conseuh Rivers. In self defence, the Shites built forts or stockness into which they withdrew at night.

Despite all of these difficulties, the white man planted his civilization and began the establishment of his social institutions. Commerce assumed definite shape. Churches and schools were erected. Better homes were built. People prospered. Mumerous settlers moved into the area of the county.

The Autrey settlement on Hampdon Ridge served temporarily as the first county site, and the records indicate that the first county court was held in the home of one habry Thomas.4

an Act of December 20, 1820 designated Sparta as the first permanent seat of county government in Conecuh. The following year, 1821, the little town of Sparta was incorporated. It

^{1.} Riley, op. cit., pp. 23-24

^{2.} Ibid., p. 15

^{3.} Isia., pp. 13-20

^{4.} Chens, op. cit., p. 316 5. Mabara Leta, 1820, p. 60

remained the county seat of Conscuh unti 1866, when by a county-wide election the county site was transferred to Evergreen.

In 1825, when the new Southwest was developing so repidly, a land office was established at Sparts. President John Quincy ...dams appointed by. Johnsthan G. Shaw of Sparts as the first receiver.2

The Old Federal Road traversed Consoun. At Selleville, an important branch road, which led from Jahawba to the Old Federal Road, lent added importance to the community. The federal road was the most important link which the sorlier settlers had with the outside world. Of great importance also was the keel boat truffic on the several rivers in the county. The Consoun and copulga Rivers, while of little value today as means of transportation, were, in the tairties, of great importance.

The completion of the lontgomery and Fensacola Railroad in 1861 wrote <u>finia</u> to the rivers as secial of conmerce. This railroad is now a part of the Louisville and Nashville system, and traverses the county for a distance of sore than 25 miles. In addition to the railroad system, the county is now served by a network of over 800 miles of improved roads.

^{1.} Day, Ers. N. B. Unpublished manuscript, History of Evergreen, Alabara, also Local sets of Alabara, 1866, p. 40

^{2.} Riley, co. cit., p. 4

^{3.} Ibld., p. 78

^{4.} Inventory, op. cit., p. 4

^{5.} Dey, Mrs. M. B., op. oit.

The first telegraph line completed in the county was put through in 1861. The first message flashed over the wire was, "Alabama has secoded."

General Education

The first settlement by white men on the area now embraced within the limits of the State of Alabama was the French settlement at Mobile in 1702. The only educational record available from this group is the series of applications which Bienville, the French Governor of Louisiana, sent to his home government asking that a "college" be founded in the New World. The Jesuit fraternity was at the time the head of such affairs in the New World, and persistently refused to establish such a school at the time. 3

The territory known as West Florida passed to British control in 1763, and to that of Spain in 1783. Except for the
"usual activity of superior families, chiefly under the direction
of the clergy," there appears to have been little done in the
way of education. There seems, however, to have been one notable exception. John Pierce, who appears in history as the
first teacher of the first American school in Alabama, established his school in 1779 at the Boat Yard on Lake Tensas. 5

^{1.} Dey, Mrs. M. 8., op. cit.

^{2.} Turner, J. C., History of Alabama Cchools, 1955-96, p. 81

^{4.} Ibid.

^{5.} Ibia. Also: Fickett, ... J. History of Jabama, p. 469

Pierce was a New England Yankec. Piekett, in his <u>History of</u>
<u>Alabama</u>, has this to say concerning those children who attended
this first school:

"There the high-blood descendents of Lachlan McGillivray, the Taits, Teatherford, and Durants, the aristocratic Linders, and the wealthy Mims, and the children of many others, first learned to read. The pupils were strangely mixed in blood, and their seler was of every hue."

In 1798, the Mississippi Territory was created. The territory now embraced within the bounds of Alabama lay within that territory and three counties were established which are now within the limits of Alabama. By 1810, it was estimated that the population of that area later known as Alabama was 3,418.

passed, in 1811, the first act pertaining to education in the territory that is now Alabama. In that year, a charter was granted for an academy to be established in Mashington County. It was to be known as the eachington Academy. It was made free from taxation and given authority to raise \$5,000 by lottery. In 1812, Green Academy, in Madison County, was chartered. It, too, was free from taxation and might raise the sum of \$4,000 by lottery. In addition, the trustees were empowered to locate the building and to contract for its construction.

5. Ibid.

^{1.} Turner, J. O., History of Alabama Schools, 1855-96, p. 21

^{2.} Owen, T. M. op. cit., p. 13

^{3.} Turner, 00. cit., p. 21

^{4.} Meeks, op. cit., p. 17

By an Act of December 13, 1816, Green Academy was given \$500 from the Mississippi Territorial Treasury.

In the Enabling Act of March 1, 1817, the United States Congress declared that the Mississippi should be divided.²
At that time, the Alabama Territory was created. The first Territorial legislature met at St. Stephens, January 19, 1818. This legislature provided for the incorporation on an academy to be known as St. Stephens Academy, in Washington County.³

It was during this same session that Conocuh County was established by the Territorial Assembly.

Alabama Constitution (1819) had this to say regarding education:

"Schools and the means of education shall forever be encouraged in this State, and the General Assembly shall take measures to preserve from unnecessary waste and damage such lands as are or hereafter may be granted by the United States for the use of schools within each township in this State, and apply the funds which may be raised in strict conformity with the object of such grant."

The United States Covernment had in the Bississippi Territorial Act provided that every sixteenth section of land in each township should be set aside for school purposes. This same principle had been incorporated in the Enabling Act by which the Alabama Territory was formed.

^{1.} Weeks, op. cit., p. 17

^{2.} Owen, op. cit., p. 19

^{3.} Weeks, op. cit., p. 18

^{4.} Owen, op. cit., p. 13 5. Turner, op. cit., p. 23

d. Weeks, on cit, p. 26

^{7.} Ibid.

Weeks states, in referring to the Acts of the Alabama assembly relating to these school lands, that:

"The earliest acts dealing with the 16th sections sought to make them a source of income for the schools...although the laws themselves are disjointed, disconnected, and without logical relations."

Of the period in the development of education in Alabama prior to 1854, Weeks continues:

".....it is seen that the period prior to 1854 was distinctly empirical. There was in it little besides a few legal provisions that probably never lived beyond the statute books; and the few efforts made for schools were mainly tentative, for the people were learning school keeping in the school of experience.

"The first law to consider the actual organization of schools was the Act of Becember 17, 1819, which provided that the county agents (for the 18th sections) be empowered to contract with a teacher or teachers, and for a school house or houses when and whereseever they may think proper! These agents were made school trustees and given power of superintendence and were instructed that 'the proceeds of each section' were to be applied 'to the surposes of education alone.' There is no record that this law produced any particular effect."

"The law of January 1, 1823, was more detailed and specific. It provided that the people were to elect three district school trustees, who were to employ the teachers at an annual salary or a stated price for each schoolar, build school houses, purchase books and stationery for the use of the schools, and to designate the pupils who should be admitted to the school without tuition fees. The teachers were to be 'duly examined' by the school commissioners. The local officers were required to report to the county clerk, who in turn was to report to the general assembly and were to include in their reports the number of pupils 'educated gratis.'

This let furnished a key to the educational mind of alabama, as it appeared in that day. Johool lands were leased or sold; schools were free in the old sense, not in

^{1.} Weeks, op. cit., p. 26

our present sense; all might attend, but all were not equal; the poor were received at the expense of the district; others paid for their tuition, and so the school was neither public nor private, but a cross between the two, and the State bounty went only to the poor."

This remained in actual fact the plan on which the schools operated until the year 1839. At that time a law was passed which provided that \$150,000 out of the profits of the State Banks were to go to the support of schools. This was later, by an Act of February 3, 1840, raised to \$200,000, with the further stipulation that the rate of payment would be \$12 per pupil per year. The total ascent which any one county township might receive under the provisions of this Act was not to exceed \$400, and the further provision was that the township had to raise by local subscription a sum equal to one-third the total amount requested from the State Sank fund.

It is a matter of regret that the source material concerning educational activities in allebase during this period
is so limited. Neeks lamented the fact that aducational source
material was so unavailable. He stated that only the incomplete federal censuses for 1840 and 1850 were available, but
that they were themselves sufficient to indicate that.

"... the spirit of education was moving on the face of the waters of ignorance."4

^{1.} Teoks, 00. elt., 9. 26

^{2.} Ibld., p. 48

^{3. &}lt;u>Ibid.</u>, p. 49 4. <u>Ibid.</u>, pp. 50-51

Common Schools in Conseuh County

presided over by one John Green, presumably in his home, which was located on what is now the road between Belleville and Burnt form, shout two miles from Burnt Corn. There is reason to believe that John Green must have commenced his school in 1817 because it is recorded that he came to Conccuh in 1816. In 1818 a school was established at the ard-Bettle Creek community, under the tutelage of a Ar. Graham from Beorgia. Riley states positively that "the first school ever instituted in Conccuh County was established by John Green, Sr. 1t appears logical to assume that if hr. Green established the first school, and if another was in operation in 1818, then in all likelihood, Dr. Green's school was begun in 1817.

at this period of the county's history, educational facilities were exceedingly meagre." They must have been. It is unlikely that the cultural development of the settlers in the locality demanded a polished product. The records indicate that these early settlers had to fight a gallant battle against disease

^{1.} Riley, op. cit., p. 30

^{2.} Ibid., p. 114

^{5.} Ioid., p. 47

^{4.} Isid., p. 30

^{5.} Ibid., p. 114

and hunger, not to mention the indians and wild animals. They had little time to devote to scholarly pursuits. Bread had to come before cooks, and the stern business of tearing a livelihood from an untamed country precluded considerable attention to literary affairs, in so far as the early settlers were concerned. They must not have been insensible, however, to the values of an education of a bookish nature. This seems likely because as soon as the opportunition for schooling presented themselves, those some pionsers saw to it that their children were "schooled." It is true that the schools, such as they were, lested for only a few weeks during the number season, after the crops had been "layed by."

In 1819, George Andrews established a school about seven miles west of the grasent location of Evergreen, and two years later removed it to Coney's Ola Field, now Evergreen, to a site three-forces of a mile east of the location of the present court house. The removal was not a difficult task, because in that era the teacher generally taught in his own home if he happened to be a settler, as were these three early teachers just mentioned. Those who were not parament settlers, taught prior to 1821 in the homes of their sponsors.

according to available information, to Broklyn poss the bonor of being the disst community in the county to boast a common school building. It served, however, both as a church

and a school building. The structure was quite small and was built of logs, seconding to the "eternal fitness" of things, as were the other man-made structures in the county at the time. This school was completed and in operation for the first time is 1881, and a Mr. Joruggs presided over the young scholars.

Suring this same year, one John McCloud opened the first school at Sparta, where he taught only a very short while. He was succeeded by Murdoon McPherson. 2 It might be interesting to note that this Murdooh McPherson was the first person ever buried in Sonecuh soil with Masonic honors.

In 1821, the first school at Belleville was undertaken by Arastead Dudley Carey. Bore he taught for two years, after which he removed to Sparta, where he centinued to teach until 1826, when he resigned in order to become Clerk of the Circuit Jourt of Conesun. It is thought that, account of ais superior equastional attainments, he served as the first principal of the Sparta heademy, when that institution was opened.

Menry Franklin Stearns, a young college brod Sanadian, under the sponsorship of Alexander Autrey. The school continued for five sessions. Ex. Autrey was a wealthy man, in terms of local

^{1.} Harvey, Mrs. B. W., Unpublished Lacuscrict History of Brooklym, slabens, collected in 1955 from interviews with bla citizens of the community.

^{2.} Riley, op. cit., p. 46 3. Riley, op. cit., p. 138

wealth, and it is thought that this school was one of, if not, the first of the plantation schools in the county. This system later developed extensively as the various men in the different sections acquired sufficient means to employ tutors for their own children and those of their neighbors. This was especially true in the cases of those isolated planters whose estates were some distance from other settlements. Such, for example, was the case in the Starke Hunter family, and also in the Andrew Jay, Sr., family at Jayville, where the plantations in themselves comprised almost independent communities. This tutorial system survived in Conecuh until shortly after the Civil War.

Of the decade following 1819, Dr. Riley states, "The rude hut of the pioneer settler was displaced by cosy and attractive residences. Skilled educators were sought, and schools of as high grade as possible, were established."

Dr. Riley continues, "The years from 1825 to 1835 comprised a period of tranquility. Quietly every man attended to his own business at home, or else, acting in concert with his neighbors, would engage in the erection of churches and school houses."²

This is a delightfully idyllic description. One fears that perhaps the rose-tinted glasses of retrospect caused the writer to overlook, with paraonable charity, some conditions. It might

^{1.} Riley, op. cit., p. 136

^{2.} Riley, op. cit., p. 93

be interesting in this connection to recall the first school house ever built in Evergreen, then known as Cosey's Old Field, and to note the action of one of the teachers. One of the earlier settlers, who recalled the circumstances, wrote:

"The first school, the Old Field Johool, was established in a log building put up for the purpose on what is now Main Street near the double gum tree opposite Y. M. Rabb's residence, in the year 1836, and taught the first year by Goodrich. One Mr. skellions succeeded him, and he was succeeded by Mr. Dumlap, who, after to ching a short time, disappeared without giving any notice to the school or his family, and he was never afterward neard from."

In the case of a pioneer country, some row bad characters should be expected. In Conecum, a few of the bad characters, unfortunately, were sencel teachers. A case in point is that of the un-named "gentleman" from Georgia who woved to a point in Conecum. He organized a school. Several months later he married one of his pupils, and they had, in the course of time, a large family. One day he disappeared, and it was learned later that he had returned to Georgia, where he had a wife and enother family.

Despite the bad characters who come in the guise of teachers, the large number of the people who came into the county and taught auring this era were substantial individuals, who remained in the county and became firmly established in the social order. Many of them taught speech for only a few

^{1.} habb, Y. m. in the Consecut-Iscannia .ter, August 21, 1879
2. Skinner, J. D. Personal interview

years, and when they had accumulated sufficient funds went into other fields of labor.

The number of children who attended any one common school at a given time was not large. There were generally not more than 18 or 20 pupils in each school.

The school year ranged from als weeks to three months, the latter term being the most common. Generally the months of June, July, and August were used. At times, a community preferred the months of Sciencer, January, and February. The summer months were generally preferred, however, scould of lack of heating facilities and adequate buildings. It should be observed that the schools were held during those periods when the farm work was not so pressing.

unifying agency, there were no set stendards for the selection of teachers, for the course of study, or for the administration of the schools. Each teacher, when he organized his school, determined the course of study to be pursued, the "class" in which each pupil was to be placed, the rules and regulations by which the school was to be governed, and all other questions concerning the organization and concert of the i stitution.

The teacher was in netuality "the moneyer of all he surveyed."

It seems to be true, however, that a certain uniformity existed

^{1.} Sampey, are. B. a., Personal interview

^{2.} Ibid.

in regard to the course of study. In every case it subraced "Readin", 'Rithm' and 'Rithmetick."

No complete record of the teachers of this era exists. It is known, no ever, that they struggled against tremendous odds in setting up their little sensols. Many of the children of the settlers had no coubt attended the schools in the State from which the family emigrated. They demo with varied backgrounds of training. Others who enrolled in the early Conecah schools were coubtless totally illiterate and much over-exe for early day school attendance. It was up to the individual toxcher to came the best of each situation. Men and women who cioneer are often made of "stern stuff." They are individualists to the point of pugnacity. Their children, likewise, are inclined to be "in the rough." Force was often the only langusgs which the jourgaters understood. The early teacher had of necessity, if he were successful, to be a rough and rendy sort of person, abla with to a enfort mis younger charges and to sonquer the over-aged "Big-Boy Bully." Many enecdotes have come down regarding the early struggles of the teachers in Conecuh with their young than es. Many of these stories are hyporous. some few are inexcusibly flithy, others are mathetic, but all of them reflect the lusty, red-blooded, hard-living days of the Southern frontier.

Tew records onict regarding the exaction I cack ground and qualifications of the early temperature. Form of the roule

scarcely read and write, while others were graduates of colleges.

Their accomplishments often depended as much upon their natural ability as their educational attainments.

Of John Green, Sr., the first teacher in Conecuh, Dr. Riley wrote:

"Quite fortunate for upper Conecuh, and for its educational interests, one of its first citizens was a man whose attention had been largely directed to literary pursuits. Of course, at this period of the county's history, educational facilities were exceedingly meagre. According to Mr. Green's own statement, he was indebted for his acquirements to a small public library in Jackson County, Georgia. Here, under the tutelage of a judicious friend, he was enabled to pursue a course in reading and to improve his hand-writing. Ambitious of future eminence, he prosecuted with zeal his studies to the utmost of his facilities, and finally decided to adopt the profession of teaching."

Some of the earlier teachers had enjoyed greater educational opportunities. Such was the case of A. D. Cary, who taught the first school at Belleville. Mr. Cary was a graduate of the Waddell High School, in Abbeville District, South Carolina. In 1813 he graduated from the Georgia State University at Athens.² Henry Franklin Stearns, who first taught at Hampden Ridge, had graduated from a college in New Brunswick, Dominion of Canada.³

The schools in the County during this period were not graded. A pupil who had been taught his letters and could spell was put in the "First Reader" just as soon as he had completed the "A. B. C.'s." From the "First Reader" he was promoted to the "Second Reader," and so on up. If he were

3. Ibid., p. 121

^{1.} Riley, op. cit., p. 114

^{2.} Riley, op. cit., p. 135

particularly fortunate and gifted, perhaps he "got through the Sixth Reader," after which he either quit school or attended one of the neighboring Academies. Some few of the pupils went away to "College."

There were no set class periods. Classes were given when eneeded and as needed. While the older children recited, the smaller children were sometimes allowed to go into the yard and play.

"Recitations" for a given class usually lasted from 15 to 30 minutes. The class which was to recite marched to the front of the room, and took scats on a long bench. There they sat rigidly while the teacher asked them questions from the text book, which they were supposed to answer as nearly in the words of the textbook author as possible. The teacher not only had to pay attention to what those pupils on the front bench were attempting to say, but he also had to keep a watchful eye on the other pupils who were sitting at the back of the room to keep them quiet.

If the school happened to be a "big school" with 20 or 25 pupils enrolled, one of the older and more advanced pupils "helped the teacher." This was a coveted distinction.

It is possible that a small amount of money from the 16th section fund may have been received by the early teachers.

Generally, they received their pay by means of tuition fees.

These ranged from .50¢ to \$2.00 per pupil per month, depending

^{1.} Sampey, Mrs. E. A.; also, Weaver, J. D., Personal interviews

upon the financial condition of the community and the arrangements between the teacher and the patrons. Fifteen pupils at \$2.00 each would amount to \$30 per month. The teacher who received this magnificant remuneration would congratulate himself upon his fortunate location, and be the object of envy of his less fortunate colleagues.

Few children were able to attend school for as long as three months per year, the normal school term in the wealthier communities. In some settlements the school term was of uncertain duration, hap-hazard in organization, and generally unsatisfactory. A teacher frequently came into a locality, taught for a month or six weeks, and then moved to another place.

The first schools were conducted in homes. When school > buildings existed at all they were generally built of logs.

Later, rough, handsawed lumber was used for the common school buildings. Most of the windows were of the "shutter" variety, which afforded no light unless the shutter was left open. There was usually only one door. The ventilation came through the cracks in the sides of the building or through the floor. The pupils sat upon benches which were generally made by splitting a log in two, and driving pegs into the rounded side. These served for legs. The upper flat side was used for the seat.

For desks, a unique arrangement was devised. A log was "cloven in twain" and fixed against the wall of the building

^{1.} Sampev. Mrs. E. A.; Weaver, J. D., Personal Interviews

at the most convenient height for the pupil to have something upon which to rest his slate. The log or board just over this crude desk was then cut from the building so that the pupil might have some light for his work.

Reference and text books were limited. If a pupil possessed *

a Blue Back opeller he was considered fortunate. Generally, all

of the children in a family used the same set of books at the

same time, except in the case of the "Seaders" which were care
fully preserved in order that the other children in the fumily

might have the use of them.

Fortunate owned whole slates upon which they sortioned with slate or graphite pencils. It might be noted that the customary process of eleming the reases would be looked upon with askance by modern sanitation-cluded pedagogues. In that day, even the teacher has rething improper in the usual process by which previous writing was removed. It was relatively slaple and consisted simply in spitting thoroughly upon the surface of the slate, and then briskly rubbing the wet surface with the sleeve of one's jacket, or even the palm of his sand. Sischievous little boys sometimes used the lon treases of main which hung over the choulders of the little girls who sat in front of them. A later introduction around agence and "slate rage," but these were looked upon with suspicion by the imposing descendants of the earlier settlers as being "nice" to the point of absurdity.

Drinking water usually come from a spring, unless a rearby family owned a well. The water was brought to the school in a bucket to which was thed either a tim sup or a gourd dipper, from which all of the emiliaten, regardless of age, sex, or previous condition of roctitude and health, drank. While not in use, the utenail was left exposed to the explorations of flies and other insects.

The fore-going description vould seem to indicate a very unsatisfactory state, but the ficilities in the schools were quite in like with the living conditions prevalent in pioneer days. These conditions were not limited to the one county, however, and were generally typical of the ficheen era in the larger portion of the State.

No complete data someorning early school officers for the various condittees could be obtained. The following is a list of the obsoil Commissioners for the 18th section land in Consoun County from 1828-1844. It will be noted that the list is incomplete:

Township	6Sango	9	Inoch Parsons	1828
			Hielding Straughn Chomas Furvis	1828
Powwahip	Jose inngo	12	Henry Galley Neo	1828 1828 1828
Township	Sanage	11.	D. H. Henderson John Starke Hunser	1828
Township	7ange	3	William Partin Glisha Mosely	1833

Township 5Runge 1	Sam'l Bradley Ely Bradley	1833 1833 1836 1836 1836
Township CRange 1	Richard Crosby Thomas W. Simpson Thomas Jones George Zyser Widiken Nored	1836 1837 1837 1837
Township 3Range 1	Robert Ivey	1837 1840 1840 1840
Township dRange 9 Township 5Range 9	George Boan Blokman lowler	1848 1848 1844

These men were locally influential and zero probably frequently interested in the common schools in the districts in which they lived.

State leaders realized the great importance of education to the masses of the people. Covernor Reuben Chapman, in his message to the legislature, November 13, 1849, said in part:

"The subject of common schools deserves all of the consideration and encouragement it is in the power of the general assembly to bestow. The whole theory of our form of government is based upon the capacity of the people. Fithout a general diffusion of intelligence among them, the machinery of a Covernment thus constituted cannot be expected to move on successfully. The highest and most important duty of a free government is to advance the cause of schooling and guard against that decline of liberty which results from neglecting the minds of the people."

The next governor, Henry w. Sollier, in his innaugural message to the logislature December 20, 1849, discussed the common
acnool system of the State in considerable detail and made certain

^{1.} Tampation Files, als. Sept. of archives, No. 3. 5. Vol. 13, Record Book, pp. 125-28

^{2.} Heeks, op. 012., pp. 51-52

recommendations for its improvement. Though the legislature took no action, the speech indicated that efforts were being made to better the common schools of the State. Here follows a portion of Jovernor Collier's address:

"Our plan of common school education, if indeed we have one, is eminently defective, if for no other reason, because it wants a head to direct operations, to prescribe the course of instruction, to receive at least once a year reports of the condition of the township schools -- the number of scholars, male and female; the amount paid to the teachers from the income of the 16th section fund; the contributions of the patrons, etc. Luch a modification of our system, with other corresponding changes, would infuse into the cause of education generally new life, and in particular slevate primary scrools. The standard of education in there is generally far below the wents of the pupils. and it is a patrictle duty resting with great force upon us to raise it ...

"No one should be employed to teach whose roral character is not unexceptionable, who does not combine amiability with a que degree of sternness, and shall not be found competent, upon due examination, to teach orthography, reading, penmensaip, arithmetic, modern English greamer, geography, and the history of the United States. It would be very desirable if his knowlege extended further so as to give some general instruction to the male scholars upon the meshanis arts and thus fit them for the practical duties of life

The hoadenies

The rise and growth of the academy system in Alabama constitutes on interesting chapter in the history of the development of the educational system in the state.

Up to the year 1800, according to Dexter, there were 150 academies established in the United Ltates, of which Georgia had 6. Virginia 12. and horth Carolina 30. Because so many of

Weeks, op. cit., pp. 51-52
Lazter, ... distory of Education in the United States, p. 94

the early settlers in Alabama removed from these states it is understandable why the academy system enjoyed a sustained growth in this State. In the period from 1811 to 1861, more than 100 academics were established in Alabama.

These reasons for the popularity of the academics were given by John 2. Brown:

- "1. They appealed to the wants and needs of the people.
- One course prepared for college, and the other for the broader aspects or the practical needs of life.
- 3. They led the way for co-education.
- 4. They became a powerful and beneficent influence in the education of teachers for the elementary schools.
- 5. They helped to educate the people to the idea of a practical secondary education for all classes.
- 6. It is likely, also, that they had a broadening and liberalizing influence upon college entrance requirements."2

Sparta Academy

The second academy to be chartered in Alabama after state-hood was Sparta Academy, located in the village of Sparta, Conecuh County. On the 8th day of December, 1821, the following act was approved by the State Assembly: "To establish an Academy in the town of Sparta and for other purposes." The act, in part, follows:

"That there be and is hereby established an academy at oparta in Conecuh County to be known by the mame,

^{1.} Johnson, Joseph H., <u>wise and Growth of the Academy System</u>
in Alabama Prior to the Givil war. (Unpublished Masters
Thesis, University of Alabama)

^{2.} Brown, J. F., The american High School, pp. 21-22

^{3.} Weeks, op. cit., p. 18

^{4.} Alabama Acts, 1821, pp. 84-85

The Sparta Academy, under the superinterdence of William Blackshar, Robert W. Carter, Mertin H. Furlow, Benjamin Hart, Elias P. Muse, Philip Noland, Samuel W. Cliver, Mabry Thomas, Alexander Travis, Hinche Warren, and Thomas Watts, and their successors, who are hereby constituted a body corporate to be known by the name and style of The Trustees of the Sparta Academy, and by that name, they shall be capable in law, to sue and be sued, plead and be impleaded, and receive all donations, and recover all debts which may become the property of said Academy, and may in general do all acts for the benefit of the institution which are incident to bodies corporate.

"That said Trustees and their successors shall have the power to fill all vacancies in their body by death or resignation, removal, or refusal to act, to appoint their president, and other officers, to engage a principal rector and such other instructors as they may deem necessary for conducting the literary concerns of the institution, and remove them at pleasure, to hold stated or called meetings for the purpose of examining the proficiency of the students, and to make all by-laws and regulations for the government of the seminary, and five of whom shall form a quorum capable of transacting business."

Section 3 empowered the Trustees to raise \$2,000 by lottery to be "appropriated to the building of said academy, and to dreate a contingent fund for the exclusive benefit of the institution."

The fourth section empowered the Trustees to devise or draw up a plan for the carrying out of said lottery, and further "that when they shall have disposed of one-half of the number of tickets of said lottery, they shall advertise in some public newspaper in the State when and where the drawing will take place," provided that it "be not postponed to a date later than the first Monday of November next."

Section 5 provided "That as soon as the Trustees shall have raised a sufficient sum of money to answer the intentions of this Act, they shall proceed to let to the lowest bidder the building of said Academy, after having given 30 days notice by advertisement, of the time and place of letting the same."

The school was built, and continued in a flourishing condition until 1864, in which year it was closed never to reopen.

According to available information, the building was a single-story, three-room structure, built of hand-sawed lumber. The shingles were "hand-rived." In later years, the building was painted white, and a music room was constructed a short distance from the back of the main building.1

Two "fairly large" rooms, connected by a hallway which opened upon the front piazza, comprised the main portion of the building. At the back end of this hallway was built a smaller room, used for the primary department. One of the "front rooms" was occupied by the older and more acvanced boys, while the young ladies, in an entirely separate department, under a separate instructor, occupied the room across the hall.

of the course of study, especially for the rore advanced students, little is known except that latin and Greek and "the sciences,"--especially "physiography and astronomy" were taught.2

The beginning classes in this institution, according to a gent: eman who attended school there in the later years of the

^{1.} Travis, Mr. P. A., Personal letter from. Former resident of Sparta

^{2.} Burnett, Mrs. Virginia M.

Academy, studied "Mebster's Blue Back Speller, Webster's Common School Dictionary, Davies' Arithmetic, Smith's Grammar, Quackenbo's Composition, and McGuffie's Readers, Mitchell's Geography, and some history."

The Sparta Academy was heated by huge fireplaces, built of native limestone, in each room. The pupils obtained water from a large spring "down under the hill" upon which was perched the Academy.

The student body generally numbered not more than 40 pupils, which constituted a "mighty big school" in the 1820's and 1830's. The youngsters either welked to school, sometimes several miles, or if their parents were fairly wealthy, rode in wagons.

"Aristocratic Children" in the neighborhood were sent to school in carriages.

As has been stated, it is thought likely that A. D. Cary was the first principal or "Rector" of the Sparta Academy.

Che of the earlier principals was a Mr. J. B. O'Brien, Sr., and his wife was his assistant. Mr. O'Brien, described as "a big, burly, heafy, red-faced Irishman," bore the reputation of being a powerful disciplinarian, who semetimes allowed his temper to get the better of his humanity. The following anecdote was related of that gentleman which illustrates several phases of school life in that day and age.

^{1.} Travis, on. cit.

The story is that one of Prof. C'srien's scholars who was 📐 s little Jaw whose name was Isaac Jacoby. Isaac was a harmless. shy little chap, whose outstanding characteristics seemed to have been his very limited vocabulary, and a pair of abnormally large ears. Prof. C'Brien placed Issac up to spell one day and gave him a very complicated word, over which the youngster naturally stumbled. Finally, Prof. O'Brien told him how the word was spelled, and wave him enother chance. Issae, somewhat confused, again misspelled. For the second time the Professor spelled the word, this time glaring impatiently at the youth. Isaac. now thoroughly alarmed, tried for the third time and "missed." Professor O'Srien went into rege, grabbed Issac firmly by one ear, took up the water bucket, held Issac out of the window, doused over him the contents of the bucket, let him drip, gave him a final shake, and then pulled him back into the room. All of this time, the Professor had held Isaac only by the ear. It is further recorted that after that day Isaac did not return to school. The elderly lady who recounted this story over seventy years after it occurred, sould not forget the dislike which she had herbored from that time against Mr. O'Brien for what she termed, "his inexcusably brutal conduct." Nr. 0'Brien's wife was described as " a sweet, kind, gentle creature who had a way! with children."

.nother teacher at the Sparta Academy was Professor W. Y. Titcome. Professor Titcome was paralyzed in one side, but this

does not seem to have impaired his samplestic ability, as he bore the reputation of being "an excellent teacher, a thorough scholar, and a firm, kind disciplinarian."

The rates of tuition for the sparta houdesy are not definitely known, although it is assumed that they were about in line with those of other such institutions if the day which ranged from \$2.00 to \$5.00 per month per scholar.

Like other schools of its kinu, it went through periods of depression and expansion up to 1864. The petronage depended to a large extent upon the qualifications of the teachers who were employed, and their popularity in the community.

Evergreen Male and Female Academy

A less Weeting was held by the inhabitants of Cosey's
Old Field, in Pebruary, 1859, for the purpose of considering
anyound me as of building a saitable conocl house and obtaining
a charter from the State for an academy.

It this meeting, Rev. Blexonder Travia was called to the Shair. J. V. Ferryman was requested to serve as Secretary. A committee of three, semblating of Shurehill Jones, J. M. Folham, and J. V. Perryman were appointed by the president to nominate twelve trustees. They immediately recommended the following: John L. Fravis, Missolas Stallworth, Littleberry Shapman, Chesley Grossy, James Temlisson, S. H. Stallworth, Mabray Chemas, John J. With, Tiloop Ashley, Mason I. Loneley, Carlande Joede, and Mattan Godbels.

^{1.} agab, Joneeub- seambia star, Set. 15, 16/9

A COMECUH COUNTY LONGOL 1900 ARA

The House

Shutter

Home-made Desk Other Equipment
(Note the sand-box
under the stove, and
the ventilation in
the walls.)









a building committee, to wit: M. Godbold, Churchill Jones,
C. M. Ttallworth, A. G. Smith, and J. V. Perryman. It was agreed
that the building should be let to the lowest bidder at the Court
House in Sparta on the third Monday of March, 1839.

At the first meeting of the trustees, held on the 12th of April, 1939, the building committee reported that the contract had been let to Gazua Godbold at \$1,825. The structure was to be completed by the first day of November, 1839.

Hev. Alexander Travis, N. Stallworth, and J. T. Perryman, with James Tomlinson, were appointed a committee to select "a male and female to cher at a salary not to exceed \$1,500."

Garland Goods, Nathan Godbold, and J. W. Perryman constituted a committee which was to "dreft suitable rules for governing the school."

blezender Travia was elected President of the Academy, and J. V. Perryman was elected to the joint office of Secretary-Treasurer.

It is interesting to note that the name of the present county site of Conecuh County derived its name from the fact that the former name of the community, Cosey's Old Field, was considered inappropriate as a name for the new Academy. Hence, the town was named because of the location of the school.

^{1.} Rabb, Conecuh-Escambia Star. Cct. 16, 1897

^{2.} Iblo., Oct, 39, 1879

^{4.} Rach, The Consecut-Recambia Ttar, Oct. 30, 1879

Mr. Y. M. Rabb stated, concerning the matter:

"At this meeting of the Board (April 12, 1839), the minutes show that the name of Evergreen is substituted for Cosey's Old Field, but by what process, we are not informed by the records. Tradition comes to our aid to supply this defect and reports that it was first suggested to name the new school "Perryville" in honor of J. V. Perryman, who was foremost in this, as well as all other enterprises which had for their objects the advancement of civilization or the elevation of the human family, but possessed at the same time a modesty which caused him to decline the honor.

"The President, A. Travis, looking out upon the green foliage, remarked that the place was "for-ever-green;" thereupon it was agreed to leave off the word for and unite the other two words, and call the place avergreen.

"This tradition may account for the failure of the record at this point, as the record was made by him (Mr. Perryman) as Secretary."

By an Act of the Legislature, approved February 5, 1840, the Evergreen Male and Female Academy was incorporated, with the Following-named men as trustees; Rev. Alexander Travis, Rev. Blanton B. Box, Jeptha V. Perryman, John Crosby, John D. Travis, Garland Goode, Alexander Perryman, and Micholas Stallworth, and their successors in office. The Board was to be self-perpetuating.

By the same Act these gentlemen were empowered "to make such by-laws and regulations as shall be necessary for the government of the Academy, and for that purpose may have and use a common seal, and appoint such officers as they may think

^{1. &}lt;u>Ibid.</u> 2. <u>Alabama Acts, 1840</u>, pp. 67-68

proper and remove the same for improper conduct or neglect of duty, provided that such by-laws are not repugnant to the laws and Constitution of this State and the United States."

Then followed an interesting provision, which from that time forth, became the rule in the State in the incorporation of Academies. The last clause in section I of the Act provides that "Said body corporate shall have full power to prevent the vending or disposing of in any way, ardent spirits of any kind, within one cite of soid Academy; and the limits of this incorporation shall be one mile in every direction from said Academy, measuring from the same." It thus appears that the first "prohibition clause," in regard to alcoholic beverages, in Alabama came in connection with the incorporation of the Evergreen Academy, in so far as the Acts of the Alabama Assembly were concerned.

Of the Act of Incorporation of the Academy, Mr. Rabb wrote,

"By some means, the names of Churchill Jones, L. B. Clarkson, N. Godbold, C. ". Stallworth, James Tomlinson, Chesley Crosby, and Mabray Thomas were omitted, and a resolution was peaced by the Board on the 5th day of August, 1840, fully recognizing them to all of the rights and privileges as Trustees of the Evergreen Academy, as much so as if their names had been embraced in the Incorporation Act."2

In the meantime, Mr. Gazua Godbold had done his work well, and about the first of Movember, 1839, Mr. Moratio Smith and

^{1.} Weeks, on. cit., p. 21 2. Rabb, Consent- seambin Star, Oct. 20, 1879

wife, the newly elected teachers, were "on hand and ready for business" in the new building.

Mr. Rabb had this to say in describing the first Academy Building in Evergreen:

"The building erected for the Academy was located on the spot now occupied by the present building. It was first built sixty feet long by thirty feet wide, one story high, with piazza in front, full length, with a small room, used as a library, made in the center of the piazza, to keep the male and female school superated while on the gallery. In the spring of 1841 there was an additional building added to the north end 40 feet long with piazza in front to correspond with the old building of which 18 feet was to be cut off, and enclosed for music and library room, the other portion to be furnished with seats for religious services and examination purposes. The Board of Trustees tendered the use of the new building to the different denominations for religious services."

The patronage was so unexpectedly good that the Trustees were obliged to employ assistance for Professor Smith and sife, and in consequence Besses. A. B. Stroud and A. S. Flowers for the male department and Disses Armstrong and Bitchcock for the female department were hired to serve as assistant teachers for the years including 1940 and 1841. During this time, the school numbered as high as 185 matriculates is one scholastic year, we gathered from Someouh and the adjoining counties of Bonroe, Butler, Mobile, and Filcox.

Professor Edwin Fay and his wife proceeded Er. and Mrs. Emith. They took charge of the Academy the first of January, 1942. It is interesting to note that Mrs. and Mrs. Fay

2. Ibid.

^{1.} Rabb, Conecuh-Escambia Star, Oct. 30, 1879

lived in the chapel built to the Academy, which in itself probably tells a story. Mr. Fay was to take the school for three years for the sum of \$3,500 per annum, he to furnish the necessary assistance. Chronicler Rabb wrote, concerning this: "The sum was subsequently modified by his taking the perquisites of the school for his salary."

It is recorded that the school commenced to want from this period, which was attributed more to the fact of the want of interest on the part of the trustees than to the qualifications or efficiency of the teachers.

Mr. G. Y. Brown succeeded Mr. Fay in January, 1845. Mr. Brown was assisted by "his lady and P. Loud and lady," all of whom lived in the school building.

At this time "Chemical, philosophical, and astronomical apparatus, sufficient to demonstrate practically these sciences to the pupils, also augmented the library which had begun to be collected by voluntary contribution and otherwise until it came to be of importance, not only in number of volumes but in matter."

Under Professor Brown's care, the attendance increased from what it had been under Mr. Fay, but not to the peak which it attained under Professor Smith. There is no record of any competing schools in the town at the time.

^{1.} Rabb, Coneouh-Escambia Star. Oct. 30, 1879
2. Rabb, Coneouh-Escambia Star, Oct. 30, 1879



In 1848 one Henry W. Rudgely and wife succeeded Mr. Brown, commencing in deptember of that year. Of Mr. Rudgely, Mr. Rabb comments effectively, "He was a pleasant, social gentleman, but as a teacher was not considered a success."

Professor Peasasali Johnson succeeded Mr. Rudgely in 1849, and retained the position of Principal of the Evergreen Academy until 1854. He was assisted during his administration by Miss Benedict, Miss Eliza Wood, and Frs. Lama James.

During the period from January 1, 1854 to January 1, 1855, the school seems to have been suspended. On the latter date, Mr. W. L. Boggs took charge. He was assisted by Misses Perryman and Rice. In January, 1856 Mr. R. B. Witter succeeded Mr. Boggs, and taught for one year. Mr. Witter was a newspaper man by profession. He was succeeded by Mr. R. H. Kilpatrick and daughter, who taught for one session. Then came J. W. Jotter, who taught for only a few weeks. The school was again suspended until 1858, at which time Mr. R. B. Witter, Jr., and daughter, Miss Adela, assumed charge of the institution.

It was during Witter, Sr.'s administration that the school was destroyed by fire. This calamity occurred sometime between the 15th of July and the 15th of August, 1858. The Academy, along with the new "Chemical, Philosophical, and Astronomical Apparatus-and Library" was a total loss. Because the fire occurred about eleven o'clock at night, no one was there to help

^{1.} Rabo, Conecuh-Escambia Star. Cct. 30, 1879

remove the equipment. The event was not without its high-light, however. Ar. Rabb stated:

"Great excitement provailed for a time, and it was suspected that Mr. Witter was purnt up, as he was occupying a bedroom in the building."

The cause of the fire was never definitely ascertained, but it was not suspected that it was wilfully or maliciously set on fire.

at a Board Meeting August, 13, 1858 Dr. Milliam Jordon,

George Christian, and Ichabed Robbins resigned, and a reorganization of the Board occurred. The following officers were elected:

3. A. Barnett, President 3. Salter, Vice-President

Y. M. Rabb, Socretary-Treasurer

The question of rebuilding came up. The Board was divided on the subject. one preferred wood--others were in favor of brick. Mr. Rabb evidently championed the latter material, because he wrote.

".....They decided upon wood, and the building stands to-day (1879) as a monument to the folly of that conclusion."2

The contract was let to G. F. Lertins on the fourth of February, 1859. The building was to be a one-story structure and was to cost not more than \$1,059. The new building was completed by January 1, 1860.

Its later history will be discussed more fully in the next chapter.

^{1.} Habb, <u>boneguh-iscambia</u> <u>star</u>, bet. 36, 1879, Nov. 8, 1879
2. <u>Ibid.</u>, Rov. 22, 1879

The Burnt Corn Academy

By an Act approved December 31, 1841 a Male Academy was established in Burnt Jorn, Conecuh County.

The following named men were designated to the net as

Trustees: John Latkins, John Green, John Marshall, J. J. Roach,

T. S. Roach, J. B. Plausel, Ithrel Lee, Hanson Lee, John R.

Hawthorne, Caleb Lindsey, William D. Ellis, Filliam Cunningham,

Annamias Godbold, Eli Atkinson, and Isaac Betts.

corporate is hereby empowered to accept of an be invested with property, real and personal or mixed, also, all denations, gifts, grants, and immunities, which may be made or granted to said body corporate, which may be hereafter conveyed or transferred to them or their successors in office, to have and to hold the same for the proper use, benefit and behoof of the said heademy:

Provided.—The same shall not exceed in value forty thousand dollars." Section 4 provided that all property vested in the learn of Trustees should be "Vested in said body corporate in perpetuity for the use of said heademy.

It will thus be observed that the Academy at Burnt Corn was "for men only," that it was to be supported by "tuition fees, domations, lifts, and grants," and that it was to be immune from taxes, and that it was to enjoy all of the rights and privileges common to academies incorporated under the laws of the State of Alabama.

^{1.} Mabama Acts, 1841, pp. 66-67

Unfortunately, no other definite information could be obtained concerning this school at Burnt Corn.

Brooklyn Academy

tion, the people came to feel the need for and the importance of better educational opportunities and advantages. The old school house constructed in 1821 in that village was inadequate to meet the demands placed upon it by an advancing type of civilization. Consequently, in 1839 a new building for school purposes was constructed in Brooklyn. This building was situated a few paces southwest of the present location of the Brooklyn Church.

"The new building extended east and west with chimneys of the native limerock, one at the east and one at the west end of the auditorium, spaciously constructed, which was divided in the center by folding doors. These doors were thrown open on examination days. 22

These were used by the older stadents in the "higher branches," wherein were studied Greek, Latin, French, advanced mathematics, and rheteric. Adjoining those two rooms, on the north side of the building, were smaller rooms in which the elementary sudjects, reading, writing, spalling, and arithmetic, were studied. There were also rooms for music and art.

^{1.} Harvey, Ers. B. W., op. cit.

^{2.} Harvey, Ers. B. H., op. cit.

The first faculty to teach in this school (1840) was composed of Messrs. Loud and Brown, Mrs. Brown, and Misses Earle and Dunkin. In 1842 a Mr. Colter became the principal, assisted by competent teachers in the various subjects, with a Mrs. Molean as music teacher. "After these came Hanson Lee, the famous divine, bearing the degree of A. M. He taught his first school at Brooklyn Academy in 1844-46. After this he taught for awhile in Georgia, and then became President of Mount Lebanon College in Louisiana. The school in Brooklyn prospered under many noted educators, among whom were Dr. McIver, Mrs. J. A. Robinson, Mrs. Charles Robinson, Mr. Collier, and Miss Strange."

Through the courtesy of a resident of Brooklyn, there is herewith presented "An Announcement of School in Brooklyn before Civil War," according to the title in a reprinted copy:

"Brooklyn Male and Female Academy

The regular exercises of this institution will be resumed on Monday, the fourth day of January next. The teachers are J. C. Lowry, A. M., Principal; Ers. J. C. Robinson, Assistant; Ers. F. A. Robinson, teacher of Music.

The Trustees take pleasure in presenting the name of Mr. J. C. Lowry, as principal, in connection with the accomplished and experienced assistants in their employ.

Mr. J. J. Lowry is a graduate of Trinity College, Dublin; from which place he brings evidence of his merit as a scholar, and from various other sources of his sollity as a successful teacher, and of his character as a moral and upright gentleman.

Mrs. J. C. Robinson is sufficiently known to the community as a thorough scholar and teacher. The rus the

^{1.} Harvey, Mrs. B. W. op. cit.

advantage of an extensive experience with an agreeable suavity of manner and untiring perseverance.

hrs. F. A. Rebinson being well-known to the Trustees, they feel no hesitancy in saying that she will give entire satisfaction in her department.

healthy and sufficiently remote from the business part of the village to be free from the acide and temptation incident to a place of public resort. The sale of accent spirits in the place is forbidden by law.

Terms of Tuition: (Per Jossion of five nonths) Spelling, heading and Friting, \$10.00; English Grammar, Geography, Arithmetic and Criting, \$15.00; The higher English branches of Leience, \$20.00; Latin and Greek each extra \$5.00; Music, including use of instrument, \$25.00.

Trustees: Asa Johnson, Laban Turk, a. J. Robinson, C. Floyd, J. A. Robinson, and John Scott, M. D.

Soard can be had in the place on reasonable terms."

the youngeters enjoyed in school during that are by noting the following observation:

"One dear old lady of eighty-one years (written in 1925) says that during early school days in Brooklyn Academy the girls enjoyed promensding on the long plazza watching the larger boys play "Cat Ball" and the smaller ones play marbles."2

The counters of the day precluded particl, ations by the girls in such beinterous aperta..... "little ladies" just dian't; the girls were not allowed to associate with the paye in school, but they did enjoy "premenating on the plants" Associate has boys.

AMCC, ATC. L. ..., Srocklyn, Alabama. Proc. Amos possesses
a copy of the above illustrative specimen of advertisement which she kindly loaned for transcription.
 Barvey, Mrs. 3. S., op. cit.

It is in Brooklyn that one first encounters accounts of those "Friday Afternoon Declamation Contests" later to attain such wide popularity in the County. It appears that the boys devoted their energies to declamation—the girls to music. 1

buch is the rather incomplete history of early school days in Brooklyn. It is to be respected that no definite statistics concerning enrollment could be obtained.

The Brooklyn Male and Female Academy did not obtain a charter from the state until February 7, 1802, at which time the Academy was incorporated by the Legislature. The Trustees then named were Caleb Johnson, George F. Mark, ask Johnson, C.W. Snowden, Jemuel Fengin, Elijah McCroary, and George d. DuBose.

The Bolleville Academy

The last heademy to be satablished in Consoun County was The Believille Male and Female Academy, which received its charter from the Legislature February 13, 1884. The Trustees named in the not ac Corporators were, John L. Chaw, President; J. P. Robbins, J. F. Hawthorne, T. J. Hawthorne, Wh. Strange, T. W. Cimpson, and William Cimpson.

This school and been in operation since 1850, when it had been opened under the tutelage of Wr. C. D. Cols, as Principal.4

^{1.} This. Here is another portion of the picture: "On Friday afternoons...the boys displayed their powers of oratory in the secating societies. The first sometimes shyly threw them occupants with rosy-ensemm strawberries tucked among the flowers, when they carried off the laurels."

^{2.} Alabama Acts, 1851-52, p. 378
3. Acts of Alabama, 1853-54, p. 479

^{4.} Smith, Mrs. Vernon, Unpublished Sanuscript of History of Belleville

Prof. Cole served as Principal until 1855 or '56, at which time he was succeeded by Prof. Dews, who had as his music teacher Mrs. Solomon S. Forbes.

The school was divided into the usual three departments, Beginners, Intermediate, and Advanced. Latin, Greek, and French were taught at this school, as were the other subjects generally taught in the Academies.

It is interesting to note that both music and dancing were given here and the children were taught to sing in choral groups. Calisthenics were given to both boys and girls in this institution as early as 1854.

Students came from long distances, boarded in the town and attended the school. The institution was well-known as an intellectual center especially during the days of the Civil War. 2

Some of the leaders in educational thought in Belleville were natives of the New England States, and came to the section bringing with them their ideas of education. For years, even prior to the establishment of the Academy, the merchants would engage school teachers for the community when they went back East to buy their goods. In this way, much of the early training received by the children in this section represented New England Thought, at least educationally.

^{1.} Sampey, Mrs. 3. A., Personal Interview

^{2.} Smith, Mrs. V., op. cit.

Here is the description of the Belleville Academy building:

"The building was near the present (1938) building and faced West. It was a two-story structure with a large and a small room on each floor. The large rooms were used for teaching, and the small rooms were music rooms. The stairs were on the front porch. Beneath the stairs on the downstairs porch was a closet in which the boys were locked when they were bad. The building was never completed because the citizens couldn't get the material needed. Parts of it were never ceiled..."

That description tells quite a story:

In later years, the upper story was removed, and the lower story used as the school building. (Much of the foundation lumber used in the first Belleville Academy is still being used in the Belleville School......1939)

It will be observed that all of the Academies were organized along practically the same lines. Each was conducted under a series of "rules and regulations" provided by a Board of Trustees. This local board exercised absolute authority and control over the affairs of the Academy.

Each Academy was organized into three separate departments, viz., The Beginners, Intermediate, and the Academic. Specific studies were included in each of the courses, and varying tuition fees marked the "Promotion" of a student from one section to the other.

Of the early heademies in the United States, Inglis states:
They introduced the conception that secondary education should
be provided for boys and girls not going to college; they enriched
and extended the course of study; they developed secondary

^{1.} Smith, Mrs. V., op. cit.

education for girls; they popularized secondary education in the United States, and prepared the public mind for the universal education, on a secondary school level, later attempted in the United States.

Not all of the influences of the Academies were desirable from the standpoint of the modern educator. This was especially true in connection with their attitude toward public education. Inglis states that the Academies were essentially private or denominational institutions, that they were not organized on state-wide bases and that no standards were formally established, that while they popularized secondary education, they did not constitute the greatest impediment to the early development of a really free secondary school system.²

What was true of the Academies in other parts of the nation was true of those in Conecuh County. Whatever may be said of these early institutions of learning, the fact remains that they exerted a powerful and lasting influence upon the educational philosophy of the people of Conecuh County. These institutions were developed while the State was not financially organized to administer through its agency a system of public state-supported schools. The Academies admirably served their purpose during their era of growth and prosperity. The story of their decline will be considered in the next chapter.

^{1.} Inglis, alexander, Frinciples of secondary Education,

^{2.} Inglis, op. cit. pp. 82-83

In the meantime, forward-thinking State Leaders were preaching the doctrine of State-supported schools from to all the children of all the people. An apathetic legislature was being product at each session by progressive Sovernore and other intellectual leaders. Eventually they not wish success. "1854" marks the first alls-stone in the journey of the "spirit of clucation...upon the maters of ignorence," in Alabama.

FUELIG CORDOL: AND ACA, RESIST IN ALABAMA-1850

Alabana Conecuh C.	Number 1,152 20	Togeners 1,175 20	Fuoils 28,380 400	Income 315,802 \$6,701
Academies Alabama Conscub C.	166	380 4	8,290 80	\$164,165 \$1,7001

^{1.} Zoderal Tensus, 1950, p. 408 (Incomplete Returns)

CHAPTER II

THE STRUGGLE FOR JUBLIC EDUCATION THROUGH THE TRA OF RECONSTRUCTION

The public school system in Alabama had its actual beginning on February 15, 1854, when the State Legislature passed "An Act to Establish and Maintain a System of Free Public Schools in Alabama."

For the background concerning this notable event in the intellectual progress of the State, to whom might one turn with more confidence than to General William F. Perry, the first Superintendent of Education for the State, and for years prior and subsequently, a teacher in the schools of Alabama. Read what General Perry, writing in 1897, had to say concerning the "Genesis of Public Education in Alabama":

"As all great movements grow out of pre-existing conditions, and to a large extent, take shape from them, it may be necessary here to inquire what were the conditions existing in Alabama at the time the movement began. In other words what had the people of Alabama accomplished in the matter of popular education, and what were they then doing?

"Nothing entitled to the name of a system of education had ever existed. There was a fund, amounting at that time to about one million dollars, belonging, under the terms of the grant of school lands made by Congress, not to the State, but to the individual townships. This fund, so far from being an aid, was really an obstacle in the way of the establishment of a general system of schools. Its uselessness for such a purpose was due to the great inequality of its distribution. There were many hundreds of townships whose

^{1.} Alabama Acts, 1853-54, pp. 8-18
2. Garrett, Public Men in Alabama, p. 595; Brewer's, Alabama, pp. 343-4

school land was totally valueless; and probably more than half the remainder possessed funds so small as to be practically valueless...It should be remembered, too, that these sections of the State contained a white population at once the densest and most needy...it is equally true that many of the most righly endowed townships were covered with cotton plantations and negro quarters, and had no schools at all.

"But what had the great mass of people done for themselves?
.....The answers which might be given to the above questions are as various as were the conditions which prevailed in the different localities. In the towns and villages were generally found school buildings more or less cosmodious, but rudely and uncomfortably furnished, and defaced by abuse and neglect. The teachers looked to the patronage alone for their support, and their continuance at a place depended upon their success in maintaining patronage. Here and there, teachers of efficiency and good scholarship were found, who did excellent work; but ordinarily changes were frequent, and the schools were languishing.....In rare cases, interprising teachers succeeded in arousing a strong local interest, and in building up what might be termed country academies, in which the classics and sciences were taught, and aspiring young men received their preparation for college.....

"It is painful to recall, even at this late day, the wretched provision made for the education of the young in those large areas of the State where the land is unproductive, and the people were poor. Hundreds of townships were entirely without schools; and there were whole blocks of counties that could boast of scarcely a single pleasantly located, comfortable school house. Many that I saw in my travels through the State simply beggared description. But for the rude benches visible through the cracks, and the broken slates and tattered spelling books scattered around taem, anyone would have been at a loss to determine for what purpose connected with civilized life they were designed.....

"anyone could get the use of the wretched makeshift of a house who could secure from parents a sufficient number of pupils pledged under written arguments of agreement. The rate of tuition was usually one dollar per menth, to be partly paid, perhaps, in provisions, or in the board of the teacher for some specified time.

"It goes without saying that only teachers of a very low grade of qualifications could be obtained. A majority of

them, at that time, were men, and in most cases, men who had resorted to teaching because they had proved unfit for anything else."

Perry became the first State Superintendent of Education, in Alabama. That was true of the other portions of the State seem to have been true of Conecuh County. Unfortunately, there does not appear to be a great deal of direct evidence concerning this period in Conecuh, although there is evidence that twenty or more small "country schools" were in operation, and that Conecuh was certainly on a par, if not slightly above that of the other counties in the State, with the exception of the Black Belt areas and the regions about the Tennessee Valley where large school endowments existed from the 16th section fund.

Concerning the early part of the period under consideration in Conecuh County, Dr. Riley wrote:

"The indications of prosperity were evident in the elegant homes, the extensive plantations--tilled now by numerous slaves--the comfortable "negro quarters," the neatly built churches and school houses, and the magnificant equipages of many of the wealthiest families."

This picture is undoubtedly true of those of the "wealthiest families." It is equally true that at least one-half of the 10,000 people in the County were not slave holders.

^{1.} Perry, W. F., Alabama Historical Society (Publications of) Vol. II, 1897-98, pp. 14-18

^{2.} Perry. W. F., op.cit., p. 18

^{3.} Riley, History of Conecuh County, Alabama, p. 123
4. Denman, Clarence, The Decession Movement in Alabama, p. 157

There were some "poor whites." Little, if any, actual provision for their schooling was in existence prior to 1854.
Only those parents who could patronize the Academies or the "Fee Schools" made an effort to educate their children.

The Public Johool Law of 1854 was intended to serve both
the poor and the well-to-do. "The great task" upon which the
State launched in setting up "a System of Free Public Schools"
consisted, in part, of the following:

- "1. To harmonize discordant elements and to bring order out of chaos.
- 2. To quicken and direct existing interest, and awaken it where none was found.
- 3. To help the helpless or rather aid them in the work of self-help.
- 4. To produce, by all possible means, the wide-spread conviction that the proper training of those who are to come after them is the greatest and most responsible duty that any generation of men can ever be called upon to perform.
- 5. To unite the people of the State in an organized and persistent effort for its performance."

According to the enactiment clause of the Act of February 15, 1854, the Act had for its objects, ".....to carry into effect that provision of our State Constitution which wisely declares that schools and the means of education shall forever be encouraged in this State;" to realize the objects of the general Government in making grants and appropriations for the establishment of schools in each township; and to extend, upon terms, to all children of our State, the inestimable blessings of liberal instruction.....²

2. Alabama sets, 1850-54, p. 8

^{1.} Perry, op. cit., p. 18

Article I provided for the creation of an "Education Fund." which was to include sums of money obtained from various sources and specified taxes. Part 4 of Section I carried a joker. It specified. "The annual sum of one hundred thousand dollars from any monies in the State Treasury not otherwise appropriated" shall be appropriated to the Education Fund."1

Article II provided for officers of administration as follows:

- A Superintendent of Education throughout the State.
- Three Commissioners of free public schools in each 2. county.
- Three trustees of public schools in each township. "2 3.

The law provided for the appointment of the Superintendent by the State Assembly. The Superintendent was to hold office for two years and to receive a salary of \$2,000 per annum. of the county commissioners in each were to be elected by the people. The Probate Judge of each county was to serve as the third member without additional pay. He also served as chairman of the Board of County School Commissioners. These commissioners were to "have a general superintendence of all free public schools which may, in accordance with the provisions of this Act, be established in their respective counties; shall see to the proper apportionment and distribution of funds received by them from the Superintendent of Education; may unite

Alabama Acts. 1853-54, p. 8

two or more townships in the establishment of one school, by
the consent of the trustoes of each; shall report to the Superintendent of Education once in every three months the number of
free public schools established in their county, their locations,
the number of pupils educated, and the number eligible. The
three Township Trustees were to be cleated by the voters who
resided in each teshship. These local trustses had the following
duties to perform:

- "1. The immediate supervision of the free public schools within their township.
- 2. The power to establish two or more schools as necessary.
- 3. To examine and employ such teacher or to chera as needed.
- 4. To take the school census in the township yearly.
- 5. To have charge of all other matters pertaining to public instruction in the township."2

The other provisions of the act dealt with the machinery for the distribution of funds and the general administration of the system. The following provisions are moted because they indicate the genesis of practices, some of which prevail to this day:

"Location of School:

"The Trustees of each township or of any number united, shall designate the place at which the school shall be held, and may provide for its subsequent removal to any other place within their limits. But no school shall be held at any one place for less than a period

^{1. &}lt;u>Alabama meta</u>, 1853-54, p. 11 2. <u>1911.</u>, p. 12

of three months. The said trustees shall also fix the periods of the year at which the school shall be kept open, and the times and extents of its vacations; but all such schools shall be kept open and in operation for at least six months in the year, and longer if the funds will justify it.

"Discipline:

"In every school there shall be at least one teacher, who shall be authorized, under the direction of the trustees, to enforce such moral, social, and educational discipline as may be necessary to good order and studious habits; and with the consent of the said trustees, shall have power to remove from the school any refractory or immoral pupil, when the welfare of the institution may require it.

"Educational Age:

"Every child between the ages of five and eighteen years shall be entitled to admission into and instruction in any of the free public schools within the township in which he resides.

"Classifications:

"...the Trustees shall, with the assistance of the teacher, and under the instructions of the Superintendent, divide the pupils, when their attainment will justify it, into at least four classes—the first of which shall be known and designated as the primary class. This class shall embrace instructions in reading, writing, and simple arithmetic—and such instruction shall always be given to all pupils requiring it free of charge—the said pupils providing their own books and other implements necessary to study. The other classes shall be graded upwards in succession, according to the attainments of the pupils"

"Public Examinations:

"Public examinations shall be held in such school at least once in every year, and when the trustees are thoroughly satisfied that any pupil has become educated in all the branches of free instruction in such school, they shall give him or her an honorable certificate to that effect."

^{1.} Madama nots, 1853-54, pp. 12-18

Such were the general provisions of the act. Repercussions were to follow.

The first public school year in Alabama was scheduled to commence in January, 1855. In the meantime, General Perry was having troubles of his own in getting the organization perfected. The Judges of Probate in the respective counties either did not understand the provisions of the Act or else they resented their added burden. Of this, General Perry observed:

"I opened correspondence with the Judges of Probate, asking them to order the election of trustees in the townships and instructing them, when elected, to report the number of youths of school age within their townships.

"Quite a number of the Judges of Probate paid no attention to my request, and it was not found out until after great delay. Many of them who earnestly endeavored to do their duty found it difficult to reach the townships. Circulars could not be addressed to townships which had no organization and no legal representatives. Notices in the county papers often failed, while in many counties, no paper was published.

"And then, there was the inertia of ignorance, the difficulty of getting masses of uninformed people out of the ruts in which they had been moving for generations."

Superintendent Perry felt some qualks over the situation. For instance, he did not want the citizenry to get the idea that the schools should be run only for the length of time the public moneys would last. He wrote to the Judges of Probate requesting them to advise the township trustees to have the

^{1.} Perry, op. 31t., p. 23

^{2.} Ibid., p. 21

patrons subscribe a given amount for the teacher's salary, to be used for payment after the public funds were exhausted.

So much for the background. "The first of January, 1855, was fixed as the beginning of the school year; and the rude machinery began to move, slowly here, with jar and friction there, but it moved."

The first year met with fair success. The legislature, however, at its next session made certain desirable changes in the law. The Act of February 14, 1856, entitled, "An Act to Render More Efficient the System of Free Public Schools in the State of Alabama" brought one great and desirable change: provided for the election of an officer to be known as the County Superintendent of Education. One of these was to be elected in each county in the State for a term of two years by the qualified electors in each county. The salaries of the various county superintendents were to be determined by the Boards of County Commissioners in the respective counties. The county superintendents were to exercise proper supervision over the schools, to disburse the funds to the local trustees, and to have general control over the institutions of learning within their respective jurisdictions. In addition to this, they, instead of the Judges of Probate, were to examine and lisconse all teachers.

^{1.} Ferry. op. cit., p. 23

^{3.} Alabama Acts, 1855-56, pp. 33-48

This addition brought an exceedingly helpful cooperating agency into being. It was not, however, without opposition, as many people thought that such an office was a needless expense of revenue, and that the Probate Judge could do the work. Of the establishment of the agency of County Superintendent, State Superintendent Perry wrote, "In the two years of the existence of the office, enough has been accomplished to vindicate triumphantly the wisdom of the policy which dictated its establishment."

Then as later, the "sore spot" in the system was the office of township trustee. Many high-minded, capable, conscientious men, held these positions. On the other hand, some men who were governed by petty and partisan jealousies, men who were mentally unqualified, were chosen. Much of the difficulty lay not so much in wilful wrong-doing as in lack of familiarity with the technique of school administration, and with the aims and objects of a system of state-wide, free public schools. Perry wrote, of the trustees, in his second annual report, "They were generally plain, unlettered men," and this "led to neighborhood jealousies and dissentions in reference to the location of schools." It should be remembered, however, as

^{1.} Laruni Raport of Lata In arintandent of Labools,

^{2. 1014-0 19}

^{3.} Told., p. 13 4. Ferry, op. cit., p. 20

Perry mentioned, that this office carried with it "the thanklessness and even suspicion of many of those for whose benefit It is assumed."

When the system of free public schools was first inaugurated in 1854, Concoun County was fortunate in having as its Probate Judge, Armstead Dudley Cary, a former school teacher and an ardent advocate of education. His ability was unquestioned. His training has been mentioned previously. It should be noted that he was trained in a private school and that he taught in private schools.

The inauguration of the Free Public School System in Alabama elicited considerable discussion throughout the State. One editorial commented as follows:

"Our State Public School System

".....Its effective organization will be a gigantic task. Physical obstacles are to be overcome--prejudices are to be subdues--warm and generous feelings are to be enlisted, and everywhere the Spirit of Education is to be awakened among those classes insensible in a great degree to its claims, before the system can take root in our soil..... No unreasonable expectations should be indulged. It is not a thing of magic. The waving of a wand will not cover Alabama with a network of public schools. It is a matter of hard and enthusiastic toil, a prodigious enterprise that will impose the heaviest sort of tax on the mind and muscle of its responsible agents.....And now, that the new educational system of our State is about to enter into its career, we put in a hearty plea for a fair and unprejudiced trial."

Then follows a plea for cooperation on the part of the citizen, the pulpit, and the homes. It closes in this fashion:

^{1.} Riley, op. cit., pp. 128 and 153

"May a kind Providence watch over its issues, and render them productive of endless benefits to ourselves and our posterity."1

Superintendent Perry, in his Annual Report to the Governor for the years 1856-7, included a table which contained the following statistics for Conecuh County, by which are shown the statistics for the whole State:

TABLE 2

COMPAR TIVE SCHOOL DATA FOR ALLBAN, AND CONECUM COUNTY 1856-57²

Number of schools taught	Alabama 2,262	Coneouh C.
Number of pupils registered	89,013	644
Average number of months taught	6 1/4	6 1/3
Average Daily Attendance	39,887	331
Number of Public Schools taught Number of Students	93 2,011	1 8
Number of Academies Number of Students	76 4,097	2 129

It will be observed that up to and including the second year of operation of the public school system in Alabama, Conecuh had listed only one "Public School" and that with an enrollment of eight pupils. This might be explained by the fact that the majority of people who wished to take advantage of the educational opportunities were patronizing the schools already in operation. It is observed that the total number of

The Fortgomery Advertiser and Cazette, February 24, 1854
 annual Amount of State Superintendent of Schools, 1856-57, p. 74

schools listed for Conecuh County in 1850 (see table at the conclusion of the previous chapter) was twenty. Seven years later only four additional schools had been established and only one of these was a strictly "Public School." Indications point to the fact that the schools continued to operate after the public funds were exhausted. The education of the "poorer children" was provided by tuition fees paid by the parents of the other children—that is, by those parents who were financially able to pay the money. The "average daily attendance" figures, coupled with those of the average number of months taught may easily be interpreted as meaning that a large number of students withdrew after approximately three months in school.

The Township Trustees were supposed to report the school census for their respective townships annually. State appropriations were supposed to be made on the basis of these reports. Of course, these so-called "appropriations" were purely tentative, and were not necessarily paid until after all other essential State expenses had been met. The following chart shows the totals by years for both the enrollment and appropriation statistics from Conecuh:

TABLE 3

ZMPLOYMENT OF APPROPRIATION, CONECUH COUNTY, 1854-1860

Year 1854	Enrollment 1.603	Appropriation \$756.35
1855	•	\$2,467.85
1856	2,058	\$3,559.45
1857	1,956	\$2,672.29
1858	2,132	\$3,012.90
1859	2,204	\$3,096.62
1860	2,327	\$3,290.18

The Federal Census of 1860 states the following statistics for Alabama. It is likely that these figures are incomplete; they had best be considered as indicative of the trend rather than as correct summaries of the progress of schools in Alabama.

TABLE 4

PUBLIC SCHOOLS AND ACADEMICS IN ALABAMA, 1868

Public Schools
Number of Schools 1,903
Number of Teachers 2,038
Number of Pupils 61,751
Total Income \$489,474

Academies and Other Schools
Number 206
Teachers 400
Pupils 10,778
Income \$221,634

In the meantime, a school building had been constructed in Castleberry. Local tradition places the date of its construction as about 1854.² This is supposed to have marked the beginning of educational progress in that community. Scant record remains of the original institution. The building itself is described as being typical of the rural school buildings in Conecuh at the time. It was "a one-room log building with a packed-clay floor." The building seems to have been located just a short distance east of the present location of the Louisville and Nashville depot at Castleberry. Re. S. Strout had this to say of the first school: "Professor McNeal, a

^{1.} Federal Census 1860, p. 506

^{2.} Buffington, Robert, Personal Interview

native Scotchman, was honored with the position of first school teacher, and taught in a cabin which served as a school house, Church, and Town Hall." The common split-log benches and desks in such vogue during the period were used.

Of the other common schools in the county, there is little to chronicle for this era, 1854-61. They were little different from those which had been in operation for several years prior to the Education Act which had provided for a System of Free Public Schools in Alabama.

The academies were still in existence, although they had lost some of their original splendor. In several cases, particularly at Burnt Corn and Sparta, they had almost become "ordinary schools" by the date 1861. An elderly gentleman, writing of these days in the Sparta Academy stated, "Our teacher was a little stiff-logged Irishman named Condon and Miss Cynthia Robinson was his assistant." The course of study remained about the same. A list of the books used there at the time included: "Tebster's Blue Back Speller, Webster's Common School Dictionary, Davies' Arithmetic, Smith's Grammar, Quackenbos' Composition, McGuffie's Readers, and Mitchell's Geography.

The schools at Evergreen, Brooklyn and Belleville were "holding their own," and even drawing students from the other two towns where the schools had commenced to wane due to lack of patronage.3

^{1.} Strout, S., Letter on file in Conecuh Folder, State Archives
Department

^{2.} Travis, P. A., Personal letter to the writer

^{3.} Smith, Ers. V., op. cit.; Rabb, op. cit., October 30, 1879

To say that free public education in Alabama and in Conecuh County met with immediate and universal approbation would be a misstatement. Many individuals held to the idea that education should be limited to those children whose parents were in the so-called "Upper Class," and who could afford to pay for the privilege. A great many individuals resented the fact that they were taxed to pay for the education of the children of other people. Some men and women were honest in their belief that the "Lower Classes" were incapable of profiting by an education other than a cursory knowledge of reading and writing. As for the members of the "Lower Class," a great many of them were just as opposed to the idea of education for themselves as were their superior brothers and sisters.

True, there were many individuals who, for various reasons, wished to give their children educational advantages. Others looked at the so-called "educated men" of the era, and shook their heads. In all honesty, it must be said that a few men who aspired to teach in the earlier days did little to stimulate intellectual achievement. Superintendent Perry stated this when he observed that some of the men who taught did so because they were unfit for anything else.

The old order in Conecuh was strong, very strong, and the ingrown ideas continued to exist until the Civil Mar forced the introduction of a new order. Mentally, a great many people

clung to the old way of thinking; financially, they found it impossible to hold to their former manner of living. Gradually they made the necessary adjustment.

".....Already clouds, dark and lowering, hang upon our horizon. No prophet's vision can foresee what the future has in store for us; what fierce trials await us; what great battles we may be called upon to fight. No human wisdom can now realize, what we may yet be made painfully to feel, how much of strength we have lost, through ignorance and vice, and how little of strength we have been able to spare. We want a population that is equal to any and every emergency; that is incapable alike of subjection and anarchy; that, in the sunshine of peace, or in the storms of revolution, will make the eternal principles of Right the rule of their actions .-- a population such, that, though our present political system were ruthlessly torn asunder. and States were shot madly from their spheres like comets into space, each one, true to itself, true to the memories of the past, and true to posterity, would wheel into its own appropriate space, and revolve, in a new orbit, around the same grand center of constitutional freedomin'

On January 7, 1861, an Alabama Convention met in Montgomery. It was composed of a splendid body of Alabama men; they were competent, conscientious, and patriotic. The Convention was divided into two camps, viz.: (a) Those in favor of Secession, (b) Those in favor of Cooperation. The delegates had been elected from their counties on these issues. It is significant to note that, in general, the northern counties sent cooperationist delegates, while the southern and central counties in general sent Secessionists. Conecuh County was a striking exception to this rule. It sent the only Cooperationist

Annual Report of State Superintendent of Johools, 1856-57
 Fleming. A. L., Civil War and Reconstruction in Alabama, pp. 20-27

delegate from that portion of Alabama. Conecuh's delegate to this Convention was John Green, the same John Green who had taught the first school in Conecuh County. He had defeated Captain Wilson Ashley, the Secessionist candidate, by a vote of 399 to 372, after a heated contest.

On January 11, 1861, the final vote in the Alabama Convention was taken. The vote was 69 to 31 for Secession. Fifteen of the Cooperationists voted for Secession, and twenty-two signed the ordinance of Secession. Among the latter number was John Green of Conecuh.

On January 4, 1861, Governor Moore of Alabama had ordered the State Troops to sieze the forts which protected the Harbour of Mobile.

On the first day of April, 1861, the first troop in Conecuh County, the Conecuh Guards, was organized. On the 24th of that month they left Conecuh for Virginia, where they entered the service.

In order that the temper of the times may be recalled, it is well to consider a portion of the speech made to the departing Conecuh Guards, by one of the young ladies of Sparta

^{1.} Denman, op. oit., p. 158

^{2.} Ibid., p. 162

^{3.} Riley, op. cit., p. 115 4. Denman, op. cit., p. 162

^{5.} Fleming, op. cit., pp. 37 and 56

^{6.} Ibid., p. 61

^{7.} Riley, op. cit., p. 167

on the occasion of the presentation of a silk banner to that company by the ladies of the town. The following constitutes the closing paragraph of the plume-waving, nervo-tingling "Address":

".....Already has one important strong-hold yielded to our arms, and the Black Republican Flag gone down dishonored before the proud banner of the Confederate States. Naturally gallant and chivalrous, the Sons of the South have plucked Fame's proudest laurels

'On many a field of strife made red By bloody victory.'

In the thickest of the fight has ever rung the Southern War Cry; going as gaily to battle as to a fete champetre. No fee has ever yet withstood the rush of Southern steel, and in such a cause as we are now engaged, our armies MUST prove invincible. Battling on their own soil in the Holy Cause of Freedom, in defence of their homes and loved ones, and in short, of all that is nearest and dearest to the hearts of men, they will know no such word as 'Fail,' and Victory must be their handmaid.' The War may be long; it may be bloody, but there can be but one result—the Eagle of Victory will finally perch upon the banner of our young Republic. Go, then, where "Glory awaits you!" and may this flag, which in the name of the Ladies of Conecuh County, I present to you today, float ever like the white plume of King Henry of Navarre, in the very front of battle! Then,

'Take they benner, may it wave, E'er o'er the free and brave; Guard it 'til our homes are free, Guard it! God will prosper thee!'*2

The hysteria of the times was injected into the classrooms in the county. One elderly gentleman in recalling his earlier school days at Sparta stated:

^{1.} Six young ladies, dressed so as to represent each of the States that had withdrawn from the Union, helped in the presentation by holding portions of the flag and staff while the speech was being delivered. The Conecuh Guards were drawn up in front of the Sparta Depot in review formation. Miss Matthews then delivered the speech, which, according to local tradition, was composed by Hon. Waddie Means, a lawyer, post-master and theatrical producer of (local) note. Captain (later Brigadier General) P.D. Bowles received the flag for the Company.

^{2.} Riley, op. cit., p. 170

".....I think I was about six years old. I know it was about the beginning of the War. It was my first school. I remember we had a school celebration, and a part of the program was singing "The Bonnie Blue Flag," and representing the secession of the States. The States were represented by school girls. A girl came on the stage carrying a flag-each State was represented by a girl and she came on in the order in which the States joined the Confederacy. As I remember, the first girl was South Carolina singing, "First came South Carolina, and nobly took her stand;" the second girl came out singing, "And next came Alabama and took her by the hand," and so until all of the Southern States were on. I remember the large blue flag with a single large star in the center draped the rear of the stage."

This same gentleman, in continuing his reference to the Sparta Academy, and the teacher who taught there during the time-the last teacher by the way who served as principal of that institution-stated, "Little Condon was a good orator and a finished speaker, and he taught all his boys to speak well." One can imagine those Friday Afternoon Speaking Exhibitions with their fiery, patriotic speeches and debates concerning the Fortunes of the Southland.

From the Brooklyn academy came this account:

".....The little boys were taught military tactics, and were drilled with wooden swords and guns. Their little hearts thrilled with pride when some of the larger boys laid aside their school books, bade good-bye to their teachers and schoolmates, and marched away to take up arms in defence of their beloved Southland. One of these boys, George Richie, was a few months later brought home a dead here and laid to rest in the cemetery."

Floming states that the public and private schools in Alabama continued as usual during the first part of the War,

^{1.} Travis, P. A., Personal letter to the writer 2. Travis, P. A., Personal letter to the writer

^{2.} Travis, P. A., Personal letter to the writer
3. Harvey, Mrs. B. W., Unpublished Manuscript History of
Brooklyn

but with a constantly decreasing number of boys. Some of the youngsters went away to war; others had to remain at home to help look after the crops after the grown men had gone away to the front. The older girls remained at home to help spin, weave, sew, and cook.

In some localities, schools were not attempted because deserters and outlaws roved about the country. This was particularly true in Baldwin County, very near Conecuh, and, if russor is correct, the same conditions existed in Conecuh County, especially in the swamp regions around Sepulga and Conecuh Rivers, and some of the creeks. The limestone-cave regions in the County afforded effective hiding places for those whododged conscription.

The law provided that any teacher who taught in a public school wherein more than twenty pupils were enrolled might be exempt from military duty. Despite this law, most of those teachers who were physically fit, enlisted in the service of the Confederacy. "The teaching was left to old men and women, to the preschers and disabled soldiers; most of the pupils were small girls and smaller boys."

Marvelous textbooks saw the light of day during this era.
Every old textbook which could belocated was requisitioned.

^{1.} Fleming, op. cit., pp. 215-16

^{3.} Floring, op. cit., pp. 215-16

Later, special "Confederate Editions" were printed and circulated in the larger schools. The Blue Back Speller, Smith's Grammar, and Davies' Arithmetic were the "Old Stand-bys." Anything which smacked of "Yankeeism" or New Englandism was expurgated. Fleming quotes in part from a Confederate Geography of the period: "The people (in the North) are ingenious and enterprising, and are notedfor their tact in 'driving a bargain." They are refined and intelligent on all subjects except slavery; on this they are mad....." According to the same author, maps in some books plainly showed the Confederate States, but utterly ignored the United States.

In spite of the condition of War, the schools continued in operation during 1864, and a very few schools remained open even in 1865. Practically all of the schools in Conscub closed about that date, with the exception of the Academies at Belleville, Brooklyn, and Evergreen. At Belleville, Professor David Wright taught during the War and immediately afterward. He was assisted by Mrs. Doctor Bolomon B. Forbes. At Evergreen, the Academy was conducted under the following teachers: Professor Maxwell and Miss Carter (1861); Professor Condon (1862); Professor O'Brien and wife (1863); Miss Julia Baker (1864);

^{1.} Fleming, op. cit., pp. 215-16

^{2.} Ibid., p. 606

^{3.} Smith, Ers. V., Unpublished Manuscript History of Bolleville

Miss Sarsh Morrow (1865). At Brooklyn, Miss Synthia Robinson taught during this era, after she left the Sparta Academy.

In 1862, the Academy at Sparta was discontinued. The school had been practically a "common school" for several years. Many of the more wealthy families had sent their children either to the Belleville or to the Evergreen Academy. Professor Condon removed to Evergreen to assume the Principalship of that Academy and Miss Cynthia Robinson returned to her home at Brooklyn. Their leaving furnished "the last straw" that brought on the collapse of the first institution of its kind in Conecuh. Subsequent events, which will be discussed later, made the reopening of this school impractical.

It is probably that by 1865, most, if not all, of the socalled free public schools in Conecuh County had been discontinued, due to lack of funds, and general disorganization, as this condition prevailed so generally over the entire State.²

The Period of Resonstruction

Immediately after the War, a military form of Government was instituted in Alabama. A great many negroes took advantage of their freedom by conducting themselves in a most unseemly manner. Behauchery and crime were not uncommon. 4 Be it said to

^{1.} Dey. Mrs. W. B., Unpublished Manuscript, History of Evergreen

^{2.} The montgomery Daily Advertiser, March 8, 1866

^{3.} sleming, op. cit., p. 407
4. Ibid., pp. 270-71

the credit of the negro citizens of Conecuh County that nothing of a really serious nature arose in that place. Those episodes which did occur came generally as the results of race agitation brought on by unscrupulous white men, who fraternized with the Negro in order to command his newly-acquired right to vote and to secure for themselves the spoils of office.

President Johnson issued his Restoration Proclamation of Civil Authority June 21, 1865. At this time, he appointed one Lewis E. Parsons, a Union man, and a former citizen of New York, as Provisional Governor. Conditions changed from "bad to worse." In the meantime, the Freedmen's Bureau had been established in Alabams to "aid" the Negro. This Bureau was created by an Act of Congress, but not without vocal opposition by some level-headed Northern men. Senator Fessenden of Maine, speaking in opposition, said:

"You give these creatures (the Negroes) to the kind of protection of broken-down politicians and adventurers, and decayed ministers of the Gospel, and make them overseers to make fortunes out of the poor creatures."

By October of 1867, the Negroes were allowed to vote. The State Government was soon completely in the hands of the Negro, and the State Assembly of 1868 was composed in large part of Negroes, most of whom were utterly illiterate. Bribery and Corruption were notorious.

4. Herbert, op. cit., p. 50

^{1.} Riley, op. cit., pp. 190-91
2. Herbert, H. H., The Solid South, p. 31

In a very short time, those white people in the South who had at first been inclined to be liberal, soon saw that it was a question either of becoming a Scalawag or remaining a decent white man and refraining from trying to aid the Negro who had allowed himself to become so completely captivated by the seductive promises of unscrupulous individuals. There came to be two widely separated camps: The Radicals, composed of Negroes, Carpet-Baggers, and Scalawags; and The Democrate, composed of loyal southern white men and a very few of the former slaves. Trouble constantly arose between the two camps, and each disagreement served to add fuel to the flames which on both sides "furnished more beat than light."

Practically all of what has been said was true of Conecun as it was of other parts of the state of Alabama, as the major-ity of the counties suffered the same indignities. Conecuh, however, had sent a white man to the Assembly in 1868. Or. hiley stated:

"Conflicting elements would soon have been tranquilized and serens peace would again have smiled upon the desolate fields of the Louth, and would have sinuled new hopes in the bosoms of her impoverished peoble, had not a horde of unprincipled politicians awarned into the States, and fanned into intensity the hostility between the races. These, unfortunately, found follow-helpers among the whites of the South, who stimulated by no higher motive than selfagyrandizement, sought to widen the chasm between the races, in order to command the Negro vote, and secure to themselves the spoils of office. Emong those who contributed to this race agitation in Conscub were filliam P.

Ziller and Rev. A. W. Jones. "

^{1.} Hiley, on. oit., p. 191

Reverend A. W. Jones was a Baptist minister. He had served in "The Black Assembly", i. e. The Constitutional Convention, of 1867, which had given Alabama a new Constitution. Because this group had been so largely composes of Aegro memoers, it was dubood "The Black Assembly." Reverend William P. Miller had been a minister in the Methodist church prior to his entry into polities. It was generally understood in the county that he was affiliated with The Northern Wethodist Church. Each of these gentlemen "served" the County of Consonh as Superintendent of Education. The Severend Mr. Jones served immediately after the Mar, 1865-67. The Reverend Mr. Miller served from 1867 to February 4. 1871.

During the era from 1865 to 1865, efforts were made to hold schools in Conecuh for the white children. Most of the few schools were taught either by the older men or by disabled soldiers who had returned from the War and had no other way to make a living. The pay was small, as the people were greatly impoverished.

The school at Evergreen was taught by a Mr. Farker in 1866, a Mr. Maxwell in 1867, and Mr. Boggs and Mrs. Stoudenire in 1868. Mrs. Forbes and Miss Cynthia Polinson were continuing their respective schools at Belleville and Crooklyn. As has been stated, no school for white children was attempted at Sparts during the period. No information could be obtained from the Burnt Corn

region. In several other communities in the county, common schools were attempted: Old Town, Fork Sepulga, Gravella, Cedar Creek, Castleberry, and Mount Union. All of these schools were white institutions.

In the latter part of the year 1868, even these schools were discentinued or ran for only a few weeks. The white people again commenced to resort to small private schools. This condition prevailed all over the State. Sidney Lanier, who was teaching in alabama during this era wrote to his friend, Bayard Taylor, "Perhaps you know that with us of the younger generation in the South, since the War, pretty much the whole of life has been merely not dying."

The new Constitution of 1867, produced by the "Black Assembly," had placed all of the affairs of public education under the absolute control of a State Board of Education, and a State Superintendent of Public Instruction. The Reverend William P. Miller, then of Conecuh, was a member of this State Board, because he was a Scalawag "in good standing." The minutes of the State Board of Education for this period contain many illusions to the fact that "The meeting was opened with prayer by Rev. William P. Miller." N. B. Cloud, M. D., was named Superintendent of Public Instruction by a combination vote of the Radical Republican;

^{1.} Fleming, op. cit., p. 767 2. Thid., p. 609

Carpet-Bagger, Scalawag, and Negroes. Of this man Cloud, Fleming wrote:

"Dr. N. B. Cloud, an incapable of ante-bellum days, was chosen Superintendent of Public Instruction. He was a man without character, without education, and entirely without administrative ability. Before the War he was known as a cruel master to his few slaves. In August, 1868, he proceeded to put the system into operation by appointing sixty-four County Superintendents, of radical politics, each of whom in turn appointed three trustees in each township. The stream rose no higher than its source, and the school officials were a forlorn lot."

The Reverend William P. Miller received the Coneouh Plum.

Thereafter, in a session of the State Board, a motion was made to make it illegal for a member of the State Board to hold a county office. On this proposition, Ar. Miller voted "Nay."

One of the people contacted in this investigation remembered Mr. Miller personally. To the question, "Do you remember anything concerning any men in Conecuh who were Superintendents of Public Instruction in Conecuh after the War?" the gentleman replied:

"As to school Superintendents, Old Miller is the first I remember, and he had best be <u>forsotten</u>! He was among the <u>lowest</u> of the low scalawag republicans of the Reconstruction days. He lived at Old Sparts with the negroes. All of the white people had moved out and it was taken over by negroes; so if Miller was ever Superintendent of other than negro schools, I never heard of it!"

This bears out the contention of two subsequent members of the State Board of Education who were of the opinion that "The first Board of Education probably contained a collection of as worthless men as could be found in the State."

^{1.} Flaming, op. cit., p. 609

^{2.} Report of Alabama Board of Education, 1871, p. 77

^{3.} Fleming, op. oit. p. 609. Also K.Z.K. Report, Ala. Test, p.4/

Floring states that Cloud was under a great handicap, not only because of his inherent incapacity, but also because of the bad character of his subordinates, many of whom had to sign their names by marks because they were totally illiterate. These were the men who taught the public schools! The organization was based on fraud. "Of \$255,000 paid to the county superintendents of public instruction, only \$10,000 was accounted for by them." Superintendent Cloud's bookkeeping was irregular. Portions of his record books are filled in by pencil, parts of which are practically obliterated. Two of his sons cateraled money. It was stated that Cloud himself embezzled about \$1,500.

Parts of his first account of his steward ship are interesting and arresting:

"If there be a single feature inthat clorious instrument—
The constitution of Alabama--which, above all others, should
entitle the members of the Convention framing our Constitution, to the rare merit, in these degenerate times, of
Statesmen and sages, it is the article or sestion dealing
with education. It masthe first decisive blow ever struck
inthe Planting States, and in Alabama in particular, to
clear out, among all classes, every vestige of ignorance,
with its long and attendant train of evils. That citizen
of Alabama, oppressed for the time, though he may be,
under the burther resulting necessarily from the unwise
legislation of the past forty years in the state, does
not feel proud when he reads in this Constitution the artlose on education?...

"I desire to call the attention of all the people inthe State to this important fact, that the State does not merely promise in ambiguous terms, an education to their children, but she has plainly laid it down, deep and brond

^{1.} Fleming, op. cit. p. 621

^{2.} K. K. K. Report, Alabama Test, p. 248

in her Constitution, that by this Charter she pledges her authority, her power, and her great wealth to educate "her jewels," the children of her people.

".....at the very threshold, the beginning of our work in the townships, in the appointment of the trustees, our troubles commenced. The County Superintendents, under instructions from the Superintendent of Public Instruction, in their endeavors to appoint trustees, met with opposition, and in many cases insult, in a large proportion of the townships in almost every county in the State."

In Conecuh County, the situation was much the same as that which existed in other portions of the State. Private schools were the order of the day. There was a great demand for cometent private teachers, although the pay was small. As a general rule, several families in a community "clubbed together" and employed a teacher.

Practically anyone who could read, write, spell, and "figure" could obtain a job if he wished. Generally, the teacher was either a young woman who had finished her education at one of the county academies or a man either too old to do other work or else physically disabled.

The school term varied with the locality. In those few sections of the county where the so-called public schools were in operation for white people, the schools taught were of uncertain duration and of doubtful value. An elderly gentleman who attended the Conecuh schools during this era stated,

^{1.} Annual Report of State Superintendent of Public Instruction, 1869, pp. 4-6

"School generally ran about two or three months. We had mighty sorry buildings -- in fact, we used just about any building we could get. The teachers, some of them, were all right -- others weren't good at all. Nost of them could not do much more than read and cipher a little. Just so a person could read, write, figure, and spell from Nebsters, he was thought to be qualified to teach. Generally, their selary ran about \$25 per term. They got board for about \$5 for the whole school term. That was the kind of school we had.....Mighty poor excuses for a school as compared with those today (1939) but considerably better than none at all."

That was the general attitude. There seems to have been nothing so extremely significant in the education in Conecuh during this period, with the exception of the folly of turning the system over to a group of dishonest incompetents to administer. This was particularly significant, as the later developments indicated. The citizens of the county, however, were not responsible for this, as they were completely under the control of forces over which they could, under the existing order, have no control.

Superintendent Miller of Conacuh, and his predecessor,
Superintendent Jones, seemed to have been the greatest offenders.
Funds were sent to them. There is no evidence to indicate that
these funds were paid to the telehers, prior to 1872. For
example, the only record of any payment having been made to the
Conecuh teachers in the public schools, was made in 1869. At
that time, Superintendent Miller received \$4,608.60. He accounted for \$1,473.83 which he stated was paid to the te achers, and

^{1.} Weaver, J. D., Personal interview

\$2,535.24 is not a matter of record. Other than this report,
County Superintendent Willer does not seem to have troubled
State Superintendent Cloud with any written reports or records,
either as to moneys spent, schools operated, or pupils enrolled,
for the years of his administration. His predecessor, Superintendent Jones, did not trouble to make even one report, except to
state that he had received the money from the State. These
gentlemen, be it said in all fairness to them, do not appear
to have been exceptions to the rule over the State in general.

In 1871, Superintendent Miller was succeeded by one W. J. Ledkins, a photographer, who in 1874 resigned after an election, and was succeeded in that year by C. A. Newton, a highly polished gentleman and a thorough scholar, of whom more will be said in a later chapter.

Mr. Ledkins seems to have left no great impression, as little could be located concerning him, other than that he "took pictures and pretended to be a school teacher--and voted the radical tic-ket." After 1874, he kept books for several firms of merchants in the County. Later, he returned to his former home in the North, and was not heard from again, according to a few older settlers.

For the period between 1865 and 1874, it is true that the free public school system in Conecuh "lost face" in the sight of

^{1.} Financial Record Book, S. E. Leger, #18, 1856-70, Alabama Department of Archives and History

the people, the white people, in the County, not because of the system, but because of the types of people who administered the system. One gets a picture of incompetent, indifferent teachers, shabby school houses, and a pitiful lack of teaching equipment.

By 1874, the schools were taught only where there were local funds to support them. The break-down in the State system had come.

"The corpet-bag system had failed completely."

The Civil War with its bastard off-spring, Reconstruction, had taken its toll.

In 1875, another Constitutional Convention was called. By this time, the State had returned to the fold of Democracy for the time being. The new Constitution, the one of 1875, reflected the sentiments of the Convention in that it sought to undo in every possible way, the work of the previous Constitutional Convention which had met in 1867. Under the new Constitution, the State Board of Education was abolished, and the schools of the State were returned to the ante-bellum system which had been initiated by Superintendent Perry in 1854. "Separate schools for white and colored people" was written into the law. Only 4% of the total amount of the school funds could be used for administrative purposes. No moneys were to be paid to denominational or private schools.²

Under this new regime, the schools began to improve at once, and at no time was the total or net income of the schools again

^{1.} Fleming, op. cit., p. 634

^{2.} Ibid., p. 634

as small as it was under the carpet-bag regime.

Negro Education

Civil War for future settlement was that which concerned the education of the Negro. A great deal of the misunderstanding which arose later between the two races came as a result of the bitterness generated over the question of education for the Negro.

Immediately after the Civil War, the shite people were inclined to look with charity upon their ex-slaves, most of whom had remained faithful during the trying years just passed. Many former slaveholders offered their negroes the privilege of remaining on the place and sharing the cross. A great many took advantage of this offer. Numbers, however, thought that freedom brought with it liscense, and that they had to leave the "old place" and seek "greener pastures." This they did. They were inclined to congregate around the towns, where their condition, spiritual, moral, political, social, and economic, soon became a problem of major importance. Sparta, the county seat of Conecuh County at this time, was taken over by the Negroes as soon as it became a Garrison Town in 1865. Drunken negroes roamed the streets and roads. Immorality and theft were rampant among them. Conditions became unbearable for the white people and most of them removed from the town, when they found that the Northern soldiers, instead

^{1.} Fleming, op. cit., p. 458

of attempting to curb the excesses of the negro population rather seemed to encourage them.

The situation in Coneouh, however, was not nearly so deplorable as that which existed in other portions of Alabama. Because of the state of affairs, The Freedmen's Bureau was established. General Wager Swayne was appointed to he d this organization in Alabama, the purpose of which was to give aid to the negroes who were destitute. As soon as Swayne arrived in Alabama, he took immediate control of the educational situation, especially in regard to Negro Schools. He appointed a former chaplain of a colored regiment as "Superintendent of Schools for Freedmen."

It will not be feasible to undertake a thorough consideration of the work of The Freedmen's Bureau in Alabama. Suffice it to say, here, that instead of helping to solve a problem this organization created such ill-will and generated so much mutual animosity that the damage it did far outwelghed any contribution it might have made. The breakdown of the Reconstruction School System worked a considerable hardship on the Negro in so far as his educational progress was concerned. This was due, in large part, to the fact that the teachers who came South under the auspices of the Bureau became Radical Agitators. The negro school houses became the centers and sources of political and racial antagonism and agitation.

^{1.} Fleming, op. cit., p. 458

^{2.} K. K. Report, Alab ma Test, pp. 52,54,87,140,754,755, 1047,1048,1087,1088,11.8,1140,1153,1208,etc.

In Conecuh, just after the War, several schools for negroes were taught by southern white men who had come back from the War. In this they were encouraged by the better class of white people, although it is true that some of the "poor whites" objected.

This was probably true because of the fact that the latter class considered the Negro their natural competitor, and they did not wish to see him "get ahead." Unfortunately it is generally the lower class whites who still object to negro education most atrenuously. Here we find the generals of that feeling.

Some churches made provisions for the establishment of schools for negroes. The New England Freedmen's Aid Society of the Methodist Episcopal Church, conducted a school at Evergreen, in Conecuh. It was well attended.²

In 1871 the state Board of Education established "four normal schools for the training of colored male and female teachers." One of these schools was located at Sparta, in Conecuh.

Many negroes who had been taught to read and write by their former owners began to teach school in the county. These negro schools were at first attended with considerable enthusiasm, but when the negroes found that the path to knowledge as rough as the Road to Jordan, they lost enthusiasm. In a few years, the

^{1.} Interviews with Fom Gibson and Tom Middleton, Colored
2. winth annual Report, Freedmen's aid Lociety, 1873, pp. 12-13

^{3.} Journal of Alabama State Board of Education, 1871, p. 117

^{4.} No further information could be found concerning this school. By the act, on the margin of the page was written this word, "Repeal."

schools lost their attractiveness as sources of learning, and they became sources of other less desirable things.

The pupils sometimes did not attend any one school with regularity. For example, one of the two elderly negroes interviewed stated that often little boys and girls "fell out" with a teacher at one school and attended another school under another name. He stated that the conditions around the school were not always of such a nature as to be most desirable, either from the standpoint of health or of morals.

Toward the latter part of the Era of Reconstruction, the negroes attended school more to frolic than to think. Too, one could usually "get out of work" if he were "going to school."

The negroes neither admired nor respected those white men who consorted with them and was lived with them on terms of such intimacy. For example, Superintendent Miller was said to have "moved in and lived with the negroes at Sparta." The northern soldiers who occupied the military post at Sparta lived, according to rumor, in disgracefully intimate relations with the negroes at that place. No other examples of such flagrant violations of the laws of decency were noted. The white people who taught the Freedmen's aid Society School at Evergreen were seemingly respectable people. They were never molested, although the Ku Klux Klan did ride at Sparta.

^{1.} Travis, P. A., Personal letter to the writer.

No specific statistics could be located concerning either the envolument or the attendance of the negro schools in Conecum during the time, other than the generalizations previously mentioned. The period did, however, mark the beginning of Negro education in the county. From that standpoint, it is significant.

TABLE 5

BRECLEMENT AND ASPROPRIATIONS FOR COMMOUNTY, 1861-18651

Year	Total Children ²	State Appropriations
1861	2,343	\$3,145.37
18623	no statistics	\$6,982.59
1863	2,568	\$3,363.41
1864	2,640	\$5,559.45
1885	no statistics	\$3,349.47

The figures here given are not given as being absolutely accurate, because it is likely that the reports of the county superintendents were inaccurate, due to the state of war which then existed. It should also be kept in mind that the money appropriated was to be paid in Confederate specie.

^{1.} Financial Record Book. J. E. Ledger #18, 1856-70, State Lapartment of Archives and History

^{2.} These figures do not represent the number of children actually in school, but rather the numbers of cligibles upon which the appropriations were based. It includes only white children. The funds were "appropriated." No record exists as to how much was actually paid to the county officers, as no receipts were located.

^{3.} It will be observed that the appropriation for this year was almost double that of the preceding year. This was don in large part to the fact that the appropriation for the previous year had been allowed to accrue.

TABLE 6

DESCRIPTION AND APPROPRIATIONS FOR CONECUH COUNTY 1866-741

Year	Chi	ldren C	NO.	Sohoo	1 <u>8</u>		riations otal
1866	no st	atistics	no st	atisti	cs	\$1	,753.84
1867	19	99	99	77		#2	,000.00
1888	77	97	29	19		\$1	,002.52
1869	19	W	50		22	\$4	,608.60
1870	19	71	no st	tatisti	03	no s	tatistics
1871	n	n	Ħ	99		**	я ,
1872	1228	807	48		21	\$4	,433.08
1873	1926	1283	no st	atisti	03	\$3	,794.12
1874	1756	1270	n	**		\$2	,778.01

It will be observed how incomplete are the records prior to 1872.

In 1874 there were 3,026 children counted as "enrolled."

The number eligible according to the State Superintendent's

Annual Report was 3,209, which seems to indicate a considerable increase in confidence.

Financial Record Book, op. cit.
 Annual Report of State Superintendent of Education, 1874, Concoun Table

TABLE 7

ALABAMA SCHOOL FUND 1868-18741

Year		Amount of Fund
1863		no statistics
1889		\$524,621.68 a
1870		\$500,409.18 b
1871	•	\$581,389.23 c
1872		\$604,978.50 d
1873		\$524,452.40 e
1874		4474,346.52 f

- "a. Plus the poll tax which was not appropriated as required by the Constitution, but diverted to other uses.
- "b. There was a shortage of \$187,872.49 diverted to other uses.
- To. Shortage unknown; teachers were gaid in depreciated State obligations.
- "d. Shortage was \$330,036.93.
- "e. Only \$68,313.93 was paid, the rest diverted; shortage now was \$1,260,511.92.
- "f. Mone was paid, all diverted; shortage now nearly two millions."

^{1.} Fleming, op. cit., p. 635

CHAPTER III

BECOMING PUBLIC SCHOOL CON. CICUS 1875-1900

Typical School Consistions in Conecuh County The typical white school in Conecuh County was a oneteacher organization, with an enrollment of twenty-three pupils. The school term lasted for sixty-four days, or approximately three scholastic months. Any three months in the year which best suited the local community were designates as "school months." There was no uniformity of texts. Generally Webster's Speller, McNelly's Geography, Davies' Arithmatic, bmith's Grammar, and every reader available, were used. Few teachers had particular trainin. Their chief qualification was the ability to read. perse indifferently, and spell. Of course, they had to be good community mixers in order to acquire patronage. Generally they were qualified also to leed either a religious service or a singing school, as occasion demandes. The typical school house was a shappy, unceiled, one-room affair, unsuited "winter wear" and uncomfortable in the fall. Neither the children nor their parents were everly enthusiastic about schools, and as a result the attendance w s very poor. For example, the school census of 1875 indicated that there were 1,750 pupils of school age in the county. Of that number, 1,025 carolled in the white schools at some time during the year. The average daily attendance in schools for whites was 793 publis during 1875.

The negro schools fared better than those for whites. In the first place, they had a longer term, seventy-four days, or approximately four schol catic months. The average number of pupils per teacher was thirty-four. Very few negro women taught. Only five were listed for the entire county. Twenty-four men were listed. Incidently, their pay was higher than that of the white teachers. The white teachers averaged \$21.40 per month. The Regroes averaged \$21-\$43. A few years later, in 1886, the Regroes averaged over \$3.00 per month more than the whites.

State Superintendent of Education John E. McEleroy, in his report for 1875 stated,

"We need to have organized county and district institutes for teachers and superintendents; we need more school houses and better ones; we need better school furniture and libraries and apparatus; we need more graded schools and high schools; we need better teachers; we need to incoloate and foster a spirit more generally favorable to public education; we need to have school officers, teachers, and patrons instructed as to school laws and systems.....

"I beg to express the hope that the school system shall not be permitted to die, either suddenly or by slow but persistent retrograde. I think it is not too much to say that even the past year's operations show that we can make it by proper laws and a moderate supply of ready money. But in order that it pay flourish and grow to be useful and vizorous, it must be fixed, permanent and certain, not weak, desultory, and uncertain. When it shall have been permanently established on a liberal basis, with few and wise laws regulating and controlling it, it cannot fail to receive the confidence and support of the people of alabama, and thus have its usefulness and value constantly enhanced."

^{1.} Annual Report of State Superintendent of Education, 1875,

This report was made in December, 1875. One month prior to that time, a new Constitution for Alabama had been ratified by popular vote. 1 As has been stated, this constitution replaced the one drawn by the "Black Assembly" in 1867. The new constitution provided for a few radical changes in the structure of the free public school system. It was practically returned to a state of status quo ante bellum. The Board of Education was abolished. 2 and the legislature made responsible for education. The Superintendent of Public Instruction was again made a "Jugerintendent of Education." The schools were given an annual appropriation of \$100,000 in addition to the poll tax and other special taxes allowed. Needless to say, the funds were not adequate to neet the expense of operating a system of such proportions as was the Alabama System of Free Fublic Schools, even though the system was not developed as it might have been. The net result was that for the year 1875-76 the schools were short approximately 1204.206.21.3 Retiring Superintendent McAlergy suggested that each district be allowed to levy local district tates as a cossible means of encour ging local interest and support. This would allow the State to gradually withdraw its appropriations, except the interest on those finds with were held in perpetual trust.

^{1.} Clark, W. G., History of Education in alabama, 247

^{2.} wen, on. cit., p. 521

^{3.} Clark, op. cit., p. 247
4. annual Report of State Superintendent of Education, 1876, p. 10

Furing these trying times, Conecuh was particularly fortunate in having as its Superintendent of Education, Professor Charles Newton. This gentleman was not only an excellent educator, but also an exceptionally keen business man. For example, at the end of the scholastic year 1875-76, Superintendent Newton had on hand a cash balance of \$2,665.41 ready to sommence another scholastic year.

It will be unnecessary to write a year-by-year description of the schools. During all of the period, 1975-1900, about the same conditions prevailed, with a steadily growing enthusiasm for free public schools on the part of the general public. An effort will be made to select and present those movements, reactions, and attitudes in Concount County which best illustrated the view point of the netives on the subject of education.

School Exercises

One of the significant quatoms of the day was the holding of public reviews and examinations by the teacher in the presence of the Board of Trustees and the Patrons, at the conclusion of a school ye r. An editorial from The Evergreen Star throws light on these.

"A small but appreciative audience gathered at the Academy on Friday evening to witness the public review of the pupils of that institution, and all were happily gratified with the marked degree of perfection and excellence which has been attained by the cause of education in our town. The rigid examination admiducted by Prof. Tate evinced the

fact that the pupils had been carefully and correctly instructed, and although some of the younger pupils failed to reply to some of the questions propounded, it could be readily perceived that this was caused, not by want of familiarity with the subject, but by confusion produced by the unusual presence of strangers.

"The re diness with which most of the public responded to the most diricult questions proved conclusively that Prof. Tate and his able coadjutrix, Mrs. J. U. Lavpey, have assistingually discharged their responsible duties and exhibited an unusual ability as instructors of the young, rendering them eminently worthy of the commendations of their patrons and friends.

While it seems unjust to discriminate where all did so well, we cannot refrain from mentioning the proficiency of Misses Lora Benderson and Gussie Barnett in geography, and Master James stallworth in spelling. This, however, is not intended as a reflection upon any of the others. All of the pupils in all of the classes acquitted themselves in a manner that reflected credit alike upon themselves and the teachers. "I

A few individuals did not approve of these public examinations. A letter written to the editor of The Evergreen Star a few weeks later, and signed by an anonymous gentleman who called himself "Philom," portrays this point of view:

"Mr. Editor: It has long been the custom of the schools to have an examination or exhibition at their close. Now, we contend that if a teacher has to depart from his or her regular course of instruction, and devote four to six weeks to a special preparation in a few select questions, merely for the purpose of flattering the vanity of parents, or tickling the fancy of spectators, we would say: 'Away with such humbugs!' On the contrary, if teachers can prepare their pupils so thoroughly in spelling that they may be required to write on a blank book, the words of any ordinary sentence which can be dictated by any person in the audience, and prepare them so thoroughly in the rules of reading, that they may be required to read in concert and separately, any lesson that may be selected from any common school re der in use in our schools; and again, if a teacher can

^{1.} The Conecuh-Escambia Star, May 3, 1879

a practical knowledge of grammar that his or her fact that / be required to designate the parts of speech in instructedary sentence, we would say, "Cherish and uphold to reply ions:"

familia: the use of taking six weeks to prepare pupils to the una few problems, involving vulgar fractions, when, "The igures, or compute the simple interest on a plain note to thand?"

Pro

As/hat is the use of devoting months and years to the study Aff the dead languages, while our pupils are unable to prothounce correctly monosyllabic words while looking on the dictionary and spelling book?

"Why go in search of other worlds, by the science of estronomy, while our minds are utterly devoid of a practical knowledge of the geography of our own country?

"An examination should have about it nothing of estentatious display. The school should be thrown open to the fair and impartial inspection of all parties interested. When teachers shall labor so faithfully and accurately that they can safely invite any person present to propose any question involving a practical knowledge of spelling, reading, writing, arithmetic, and geography, we may hope to see better fruits from the labors of our schools."

It would be interesting to pass the "examination day with the pupils and patrons of a typical school in Conecuh for the year 1879. The examinations generally commenced about nine o'clock in the morning and lasted until noon. A description of school entertainment for the remainder of the day follows:

"At four o'clock, P. M., Prof. C. A. Newton of Belleville, was introduced to the audience by Col. Bowles, president of the Board of Trustees, and for twenty-five minutes held them spell-bound by an address which simply beggars description. It was rich in sentiment, rhetorical in expression and graceful in delivery."

^{1.} Conecuh-Escambia Star, July 3, 1879



"Lduestion was his theme. A charming and appropriate theme, charmingly and appropriately treated. His figures were like apples of gold in pictures of silver. "e blended with rare solility and good taste the beauty of poetry, the simplicity of nature, and the erudition of the scholar."

Next came the night "Exhibition" with the following "Programme":

"1. Musio....on piano

2. Song

3. The Lily and the Star

4. Our Verse

5. I'm a Man

6. The Sick Dolly

7. Juess

8. The New _uarters

9. The Crum

10. The Rain Fairy

11. Speech ... Liberty

12. Music on Flute

13. Keeping -tors

14. A Stitch in Time

15. Who Works the Hardest?

18. Ohl Dear

17. Schoolmoster Abroad

18. The Amber-Colored Latin Dress

19. Music on Piaco

20. Personating Olders

21. Boys' Meeting

22. Lulu's Picture

23. Imaginary Possessions

24. Music on Flute

25. Monsense

Mrs. J. V. Knight

by School Dora Henderson

Jerkins Cantt and Rosa Weiss

C. Stearns, Geneva McKittrick and

Willie Freeman

Clara Weiss and Charles Nickolson

Eugene Salter, Pearl Looks, and

Rochelle Robbins

Lena Barnett, Geneva McKittrick and

Emmet Stallworth

Charles Nickolson and Henry Smith

Rena Savage and Bessie Sampey

Jacob Hirschfeld

Miss Donna Morrow

Bessie Jampey, John McCreary, and

John Locke

Imma omith and Barnest Cargill

Pearl Locke and M. Salter

Pearl Looke, Bora Henderson, and

Ella Cargill

Minna Salter, Rugene Salter, John

McCreary, James Stallworth, Clarence Stearns, John Locke, and Jenkins

Gantt

Dress Beulah Johnson and Georgia

Stallworth

Mrs. J. V. Knight

Rosa leiss and Gussie Barnett

Egbert Stearns, James Stallworth,

Ed. Christianson, Jacob Hirschfeld,

Isaac heiss, and Jenkins Gantt

Lora Henderson, Jussie Barnett, and

Adward Christianson

Isaac Leiss, James Robbina,

Ed. Christianson

Miss Donna Morrow

Lorenza Skipper, Sterret, Tate, Ed. Broughton, Minna Salter, Egbert

Stearns, Ed. Christianson, and

Jacob Hirschfeld

26. Force of Imagination

Betty Brantley, Eunice McKittrick, Georgia Stallworth, and Laura Stallworth

Stallworth Winna Salter

27. Speech 28. avad!

Liston Junningham, H. Strout, and J. Robbins

29. Cured! Eur

Eunice WeKittrick, Frank Henderson, Eddie Broughton, Sterret Tate, and Charles Tomlinson

30. Charming for a Frize

Betty Brantley, Boulah Johnson, Frank Henderson, and Ed. Broughton Eunise McKittrick, Betty Brantley, Boulah Johnson, Laura, and Georgia

31. Mrs. Willis' Will

Stallworth."

Honorable Nickolas Stallworth then presented the prizes "with neat and appropriate remarks":

"1. Prize for Proficiency in Frimary Spelling Emma Swith
2. " " Dictionary Class Betty Brantley
3. " " Primary Grammar Kinna Salter."

Three compositions which had been prepared by Liston Cunningham, Lorenza Skipper, and Haveline Strout but "were omitted for lack of time." The article continued:

"The exercises throughout the evening of entertainment were deeply interesting. The two large rooms on the first floor of the headeny had been thrown into one with the wide folding doors which separate them, and this large hall was literally 'filled to everflowing' with eager spectators, all of whom were highly delighted with the performance. The boys, one and sil, sustained their parts remarkably well, and it would be impossible to decide which deserved the highest need of praise.....

"We are pleased to note that the Trustees have secured the services of Col. Tate for the next three years. If the people will extend their liberal patromage, the school will soon equal in numbers, as it does now in excellency, any school in the land."

^{1.} The Comeoun-Iso mbia Stur, July 10, 1879

Teachers and Teachers' Institutes

In so far as the local resords halcate, the first
Teachers' Institute for white teachers in Concoun County, was
organized in Evergreen, on the sixth day of Deptember, 1879.
Superintendent C. A. Newton, in a notice to teachers, informed
them that every teacher in the public schools was required to
attend at least one such institute each year. We urged full
ecoperation:

"The discussion of all questions appertaining to schools will be in order. It is hoped and expected that teachers will manifest a lively interest in the institute by taking part in alsoussion, reading papers on some literary subject, etc., etc."1

By the latter part of 1879, and the beginning of the "80's," free public education began to acquire more champions, and more individuals same to be interested in schools and in school teachers. In 1879, the school fund had been increased to \$230,000.2 Retiring Auperintendent of Education 1. F. Box, in his report for 1888 stated,

"Our present school system is, in the main, a good one and will compare favorably with the systems of other States."3

The total school funds in Alabama for the year 1879-80 were

\$3,781.54; Someout Sounty funds amounted for that year to

\$3,185.32. The average monthly pay for white teachers was \$15.35,

for negro te chars, \$17.52. The whites had ansaverage of twenty
four scholars per teacher, while the negro pupils numbered thirty
five per teacher. The schools continued sixty-four and sixty-six

^{1.} The Conecuh-Bacambia Star, August 7, 1879

^{2.} Owen, op. cit., p. 521

^{3.} Annual Report of the State Superintendent of Education 1880, p. 8

days respectively. This was below the State average, which that year amounted to sighty-three days for white schools and sixty-seven days for negro institutions.

A generally increasing confidence in public education was manifesting itself. A letter to the editor of the Conecuh-

"Er. Editor: It is an unquestioned fact, conceded by all reflecting minus, that a general diffusion of common education is actually indispensable to the pe ce and prosperity of all civilized governments, and it is positively a sine qua non to a republican government like ours. It is. in fact, the very corneratone upon which all republican institutions must rest. Admitting these truths, is it not the manifest duty of the commonwealth to see that each and every person shall be propered to act properly the part accorded to him by our laws? Our wisest and best men, recognizing the importance of education, have enacted or tried to enact, laws to encourage education, but the educational system is not comme il faut. There is just enough of it to create dissatisfaction, as a general thing, and nothing more. Is the State of Alabama not able to raise sufficient tax to give every child within the educational age, at least three months free tuition each year?

"Sir, it can be done and it should be done! Let every child between the ages of seven and twenty-one years of age be sent to a free school at least three months in each school year; and let there be sufficient tax raised to allow the teachers not less than one dollar and fifty cents (41.50) per month for each pupil; and then teachers of moderate ability can possibly earn enough in a public school to evade the jews of starvation and wear whole clothes. It is cheaper to may the necessary tax than to pay the penalty of ignorance. As our school system now stands, there is barely enough money to pay fifty dents (.50) per month per pupil. No soccer does a public school start than every one expects to send his child to school three months without any private remuneration. What is the consequence? A teacher finds himself in charge of fifty pupils, with no compensation except 430 to 435 per month to pay himself and his assistant. Jan we expect fair teachers to sit town on such starting terms? Except

in some cases where a man is a philanthropist, poor pay calls for poor teachers; and qualis est magister, tales sunt discipuli.

Seribo."1

Aside from dissatisfaction over lack of school funds, the qualities and qualifications which the teachers lacked were other causes for lack of confidence. Some few excellent teachers were in the profession. Too often, however, these individuals conducted private or semi-private schools, as were the academies at Evergreen, Belleville, and Brooklyn during this era. Pupils attended whose parents could afford to do so, paid extra tuition, and remained in school. Some parents refused to have their children accept "Charity Schooling" as they called it, and paid regular rates of tuition for the entire term.

The smaller schools had many inferior teachers. These individuals became the butts of many local stories. An editorial from the Conecuh-Escambia Star illustrates the popular impression:

"The 'Professor' is with us to stay. He comes with the circus, brings his trained dogs and horses, and manufactures the gas to fill the balloon. We next see him at the country school house, where he'teaches the young idea how to shoot.' He will visit the farmer and treat his horses for the glanders, his swine for the cholers, his dogs for the distemper, and his cattle for the murrain. Occasionally, he will happen in town during Court Neck, when he mounts a barrel and tells the hearers of the many virtues of the medicine he is selling, sorething that is a never-failing cure-all. Again, he comes in the guise of a dancing master, with an immaculate white shirt, and a shoddy claw-hammer-swallow-fork for a coat. He is almost ubiquitous, for he sometimes gets in the pulpit, and will at other times lecture on China, and tell all that he doesn't know about the

^{1.} Conecuh-Escambla Star, September 18, 1879

far-away isles of the sea. He will sing for you, tune your piano, and teach your daughter music. He is always very accommodating, and knows something of every thing under the sun except English Grammar. The college professor should at once abdicate--for the other--'The Professor'--is here to stay!"

The following serious notice appeared on page one of the Concouh-Escambia Star, in 1886:

"To My Neighbors and Friends Generally:

"At the request of my friends, I commenced a private school in the month of September, and taught it one month without any trouble. My patrons suggested to me that I teach a public school to commence October 1. I applied to the county superintendent of education for a certificate, and he told me that he could not grant me a license as he had been notified that I did not have a moral character.

"I then went to work to find out the difficulty, which was traced to one John M. Butler who had accused me of being a hog thief and that such accusation was on the docket of Mr. David Kendrick, a justice of the Peace in Beat 2. I applied to Mr. Kendrick for a statement of the above report, and he replied as follows:

'To all whom it may concern:

This is to say that I have no case on my docket against Mr. Mike Johnson since my term of office, and this is my third term in succession.

(Signed) David Kendrick, J. P. and I further say that I never had a complaint against him. The report was that I stole hogs from Morgan Watts, (Col.). I applied to him, and his statement is as follows:

'To all whom it may concern:

This is to certify that the report circulated in regard to one Mike Johnson stealing hogs from me in the year 1679 or any other year is false and without foundation, and I further sey that Mr. Mike Johnson has always acted gentlemanly with me in what dealings I have had with him.

Morgan & Mark
Oct. 16, 1886 Mark
In presence of John T. Brown.

^{1.} The Conecuh-Escambia Star, June 15, 1893

Righteous indignation prevailed, and Mr. Johnson recounts how he got up a patition, signed by eighty-one people, several of whom gave him an unqualified indorsement, with this single limitation written after their mases: "Ergent Profanity." The petition was presented to Superintendent Newton, who told him to "Go sheed and teach." Eeven of the petitioners were ladies. Fr. Johnson stated that he began his school and had a list of fifty-two. He concluded his statement by saying:

"I will say to my friends that I am more than thankful to them for their names, especially the ladies."1

A good many differences continued to exist over the matter of North-South birth. For example, at Bount Union in 1866, a Professor Rogers, a Northern gentleman, was "holding school." The correspondent at Mount Union for the County, paper gleefully sent in this notice:

"Prof. Roger's school is again in session, and as usual is not provided with pupils. "E From the same community, a few months earlier, had come this advertisement which was printed in the same paper: .

"Mr. Labe Liles offers .35 reward for information as to the whereabouts of his old teacher, J. C. Hammitt, who has honored us with protracted obsence.

At Gravella, the Grange Hall School, trouble aross over a teacher in 1884. Come of the patrons wanted one teacher, and the others desired another. The result was two schools.4 The same

The Consoun-Escambia Star, Cotober 28, 1888 1. The Concoun-Escamble Star, December 2, 1888 151d., January 24, 1884 181d., October 23, 1884 2.

thing occurred at Repton about the same time. It was a common thing to find two or even three little struggling schools in one district, because factions could not agree on the question of fitness of the teachers concerned. This division of opinion was another reason why thoughtful people urged that the teachers be selected not by the local trustees, but by the County Board of Education, upon the recommendation of the County Superintendent of Education.

The teachers were not free from such items as this, which was printed in the Conecuh-Escambia Star:

"A Nashville Traveling Man was fined \$800 for kissing a school teacher. If it hadn't been that two or three of the scholars caught them at it, she wouldn't have charged him a cent."

On the other hand, in several communities, great pride was manifested over the local schools. An item from the New Hope Community stated:

"Friday night, October 3, 1884, closed the exercises of the New Hope, and a pleasant and successful affair it was. Nothing of the kind has been attempted in this community since the late War, and all things considered, nothing has given such an impetus to the educational interests of the community."

From Castleberry had come a report which stated: "We have a literary school with more than thirty pupils enrolled." The teacher was D. T. Bozeman.

The Conecuh-Escambia Star, Oct. 23, 1884
2. The Conecuh-Escambia Star, October 9, 1884

The following report from Repton presents one view:

"Miss Bettie Brantley, one of Burnt Corn's belles, is teaching in Repton. Miss Bettie is a charming young lady with all who know her, especially the masculine

The Cohassett reporter stated that the school at that place in 1883 had been a "flourishing condition." Three years later, an item in the Conecuh-Escambia Star reported that the school at the Olivia community had just closed a successful year.

Seventy-five pupils had been in attendance. Professor F. M. Gook, the teacher at Olivia, was reported to have been "thoroughly qualified for his profession."

The State authorities had been attempting to impress the citizens of the State with the fact that better trained teachers were needed. The State Normal Schools which had been established to aid teacher-training work, had made effective contributions. By the latter part of 1886, State Superintendent Palmer wrote:

"I am glad to report an increased efficiency in the administration of our school system, which is growing in popularity with the people.....There is not only an increase in the number of schools and in regularity of attendance, but what is of far more importance, the schools are being conducted by better qualified teachers."

A pen picture of the Florence Normal Institute was written by Professor D. T. Bozeman, who had formerly taught at

^{1.} Conecuh-Escambia Star, April 19, 1939

^{2. &}lt;u>Ibid.</u>, July 19, 1883 3. <u>Ibid.</u>, July 29, 1886

^{4.} Ibid., December 16, 1886

Castleberry. This article not only pictures the Institute, but also presents a philosophy of education:

"Here we are; teachers trying to teach teachers to teach. The Normal Institute has gathered about eighty-five teachers from the various perts of the State. Only about thirty lady teachers are with us. I have not yet seen anyone from Conecuh or Covington Counties. Such an opportunity should not be missed by one who expects to make his living by teaching. The situation here is in one of the most beautiful and healthful portions of the State. The town of Florence is accessible by rail and water. The Tennessee River being nearly half a mile wide and navigable to this point.

"Now, reader, if you have ever studied character, or even if you are one of its students and you want to see what course it will take in the rising generation, just some and view this assemblage of character-builders. First, learn the shape of the mold, before deciding the shape of the candle. If you want to find men of culture, morals, generosity, nobility, magnanimity, etc., I say just come and take a peep; but if you want to find a set of moneyed men, you'd better go to some other place. Blessed are the poor' is a consolation that certainly applies to school teachers, for they are the poorest financial managers of any class of people in the world. In becoming acquainted with a man, if I find that he is a school teacher, and that is the only source of his revenue, I know at once that he is no capitalist nor will he ever be one while following this calling.....

"A youth begins life in the school room as a teacher and soon finds his lack of qualifications. For the sake of history, he ought to have been born in the time of Caesar and lived ever since, so that he would be thoroughly acquainted with the events that have passed. For languages, he should have been a contemporary of Homor and Joerates in Greece. All that he misses in this must be made up by diving backwards into the tide of dead languages. For astronomy, he must be familiar with the paths and movements of Jupiter, Daturn, and Uranus, class he may be puzzled to understand a common almanae. For geography, he must have traveled from mountain to valley and sailed from sea to sea, sounding their depths from equator to poles, doing more, in fact, than any tar living. When at last his financial condition compels him to begin his life's work, he

goes to his old home in the country and asks for a school. The following objections meet him: 'Our children will not obey you in a school room; they're only your former play mates.' A place is vacant in the Academy where he recently attended school. Although it is admitted he is qualified in literature, he is refused the place in the Academy because of his extreme youth. Finally, he is forced to seek a place in the backwoods country where parents and children alike are uneducated. Here in this rough society he has to make his start in the race for fame......Under such circumstances, is it any wonder that failure marks the beginning of the course of the brightest student in the class?

"Let us see, furthermore, if education ever fails to benefit its recipients, or if teaching prepares pupils for the duties of life? It is necessary for everyone to be educated to a certain extent if he fills a useful position in life; and it is hard to determine the stopping point, but I am satisfied that days, weeks, months, and years are spent in schools by many boys who are never benefitted one iota save by the happy recollection of their school days. Boys are taught to measure the altitude of mountains; to calculate the distance from planet to star and from star to star, when they can't use a spade well enough to dig a hole in the ground. Give such a boy a hammer and see him burst his finger in driving his first nail into the garden gate. Girls are taught Latin, music, and French, who only know how to make such dainties as can be made with a spoon.

"I have never spent much time in the study of Latin. Not nearly so much as I would have liked to spend, but I often think of my classmates. Since I entered into the realities of life, I have met several who are preachers, one other who is a brakeman on the L & N road, and another who is a bartender. Are we ever to change our system of addeading? Would industrial schools meet the demand of the age?"

This rather lengthy letter inclustes a great deal about the educational outlook of the day. There was a feeling of unrest, disastisfection, and ambition. It might have been the foment of the yeast of progress. Leaders in education were seeking solutions to the problems by which they were commencing to cast off the binding traditions of an out-moded system.

^{1.} The Conecuh-Ascambia Star, June 17, 1886

The Academies

Despite the fact, however, that the free public schools were progressing in the estimation of the populace, as has been stated, the old academy idea centinued to prevail. For instance, in 1883, the following advertisement appeared in the Conecuh-Escambia Star:

"Evergreen Academy

Male and Female

Next session will begin Monday Sept. 3, 1883. Terms per half session of five scholastic months:

Primary Department		\$10.00
Lower Intermediate		\$12.50
Higher	e	\$15.00
Classical		\$20.00
Incidental fee		.75
Music per month		3.00

Pupils are expected to continue to the end of the term, and no deduction will be made except in case of protracted sickness. Offering superior facilities for training boys and girls."

Two years later, 1885, the Belleville Academy, Professor C. A. Newton, Principal, was advertising, with the following rates of tuition:

"Primary classes, per mo: th \$2.00
Intermediate, " \$2.50
Higher, " \$3.00
Continuent fee, " " 10"2

One year later, 1886, The Brooklyn Academy, Reverend I. h. White, Frincipal, was advertising the opening of a nine-months school term.

^{1.} The Concoun-Iscambla star, August 2, 1883

^{2.} Ibid., September 28, 1885

Primary and Elementary private schools were in operation.

Miss Ella V. Rebertson, teaching at West Side, advertised her

private school with tuition rates of \$1.50 and \$2.00 per month

for primary and advanced departments respectively. These

little schools, other than the Academies, continued in operation

until well into the next century, and were patronized by those

people who did not wish their children to associate with "the

common herd."

In the Academies, tuition was charged which was used to operate the schools after the public funds were exhausted. At no time during the remainder of the 19th century did schools run more than five months.on the public fund, and generally not more than four. For the exact figures, see the tables at the end of this chapter.

Negro Education

Negro education was one of the interesting developments during this period. An examination of the tables at the conclusion of this chapter will serve to show that the Negro schools in some cases do tinued for a longer school term than did the white schools; and that the Negro teachers received pay in some cases. It may be said that in some cases the rural negro teachers were better trained than were the rural white teachers.

^{1.} The Conecuh-Escambia Star, August 2, 1883

During the Reconstruction Era, many white people lost faith in Negro education. Booker T. Washington lamented this fact:

"In too large a measure, the Negro race began its development at the wrong end, simply because neither Thite nor Black understood the case; and no wender, for there had never been such a case in the history of the world."

Very justly, it appears, and quite accurately, Washington continued:

"The Southern white men's idea of negro education had been that it merely meant a parrot-like absorption of Anglo-Saxon civilization, with a special tendency to imitate the weaker elements of the White man's character; that it merely meant the high hat, kid gloves, a showy walking cane, patent shoes, and all the rest of it. To the ex-master it seemed impossible that the education of the Negro could produce any other result."

How this attitude continued to exist in Conecuh, and why it continues to this good day makes an interesting story.

Suffice it to say that most white people objected to negro education because they thought that such training tended to make the Black man "uppity." Some people were honest in their convictions that schooling ruined the Negro. Nothing served so well to agitate the citizenry of Conecuh at the time as did the suggestion that the Negroes and Whites would soon be placed in the same schools, and the Whites forced to pay taxes to educate the Blacks. The following letter from the Conecuh-Ascambia Star reflects this attitude:

^{1.} Washington, Booker T., The Juture of the American Negro, p. 48

^{2.} Ibid., p. 57

"Mr. Editor: The writer asked Mr. H. Clay Armstrong, State Superintendent of Education, what he thought of the experiment of educating negroes. He replied, 'That is an unsolved problem.' My candid opinion is that if not abandoned before, that will be his reply ten years hence, as the negro appears to be the only race not benefitted by education. Slothful, idle, with no comprehension of responsibility, no thought of tomorrow—only ease and comfort and the gratification of their appetite.

"I have noticed that as soon as the negro can write his own name, and read a newspaper paragraph, he deserts his work, and seeks, as he thinks himself entitled to, an easy position. The sun is too hot for he must have a stovepipe, umbrella, walking cane, and duster, with which he starts out as a prescher, teacher, committeeman, or an officer of some 'secret brotherhood'--anything to display his 'larnin''--and keep out of work.

"The girls are totally unfit for any decent employment when they cen read and write love letters, for then they 'graduate'...and...well, just go to the police records and see the lives they live...when they think themselves above the 'ignorant niggers' from the plantation who work for a living.

"It is wrong to tax the White man to raise money thus squandered upon such a race.

"The Constitution of Alabama should be so amended as to tax the White man to educate the Whites, and the Blacks to educate the Blacks, and then there would be no more tulk about seating Black and White pupils in the same house, for that would cure them completely.

John Smith, Jr."1

On the other hand, there were many people among the whites who recognized the need for Negro education of the proper sort. As illustrative of this attitude, as item in the local county paper stated:

"The Colored people of Evergreen are soliciting funds to aid them in building an academy and temperance hall. This is a laudable undertaking on their part, and we hope they

^{1.} The Concoun-Escambia Stur, August 9, 1883

will receive both assistance and encouragement from their White friends."

Thomas Nelson Page stated that there were three classes of Negroes:

1. Those well-educated and well-behaved

2. The respectable, well-behaved class, with little or no formal education.

3. Those with a small amount of schooling, who behaved none too well.2

Of course these three classes of negroes existed in Conecuh County--still exist there. Just as there are classes of whites, so are there classes of negroes. The better element among the whites looked with charity upon the efforts of the legro to improve himself. Of course the better element was none too sanguine over the Negroes' prospects, but it did believe it right to allow the Negro to make the effort. The middle class of whites did not seem to give the question much thought, and in this, as in other matters of an educational nature, their usual varying degrees of apathy were evidenced. The lower class or "poor white trash" group were those who most actively and violently opposed Negro education. Their attitude was a defense mechanism. That a negro was not ahhuman was a common belief among this class at that time. It continued to exist, to the certain knowledge of the writer, as late as 1929, at which time one of his students--pupils, to be more exact--informed him

^{1.} The Conecuh-Escambia Star, May 27, 1886
2. Fage, Thomas N., The Negro-The Coutherner's Problem,
pp. 63-64

that Negroes did not have souls like White people. He knew because he had his grandfather's word for it that it was no more wrong to shoot a negro than it was to shoot a dog or a snake!

It was such an attitude with which those interested in the education of the megro had to contend. Workers like Booker T. Washington and W. H. Council traveled over the State, organized teachers' institutes, lectured and endeavored to bring about some improvement in the condition of the megroes. Washington called a meeting of negro teachers in Greenville as early as 1887 for the teachers of Butler and Concoun Counties.

In 1890, a Colored Normal school was organized in Evergreen. Reverend L. Hawthorn (colored) served as Frincipal. He was assisted by "an able corps of teachers." The initial enrollment was sixty-five. It will be recalled (see Chapter II) that one other Negro Normal School had been attempted in the County-that at Sparta in 1868-with uncertain results. History repeated itself in the case of the Evergreen institution, because before 1900 it had closed its doors. "Lack of finances" was given as the cause.

A program for one of the earlier Negro Teachers' Institutes in Conecuh was as follows:

- 1. Address.......County Superintendent Newton
- 2. Objects of Teachers' Institutes..L. Hawthern
- 3. How to Best Teach Beginners to Read. . P. Rogers
- 4. How to Best Teach History 3. J. Lee

2. Ibid., January 2, 1890

^{1.} The Conecuh-Escambia star, August 18, 1887

- 5. How to Best Teach Arithmetic H. I. Brown
- 6. How to Best Teach Geography W. N. Welch
- 7. How to Best Secure Correct English.. G. W. Small 8. How to Best Teach Health and Physiology.. L. Green."

By 1898, a well-organized teachers' association for Negroes existed in Consouh. These Negro teachers were bent either upon eliminating undesirables from the profession or upon obtaining some favorable publicity, because the following "Resolutions" printed somewhat irregular in form, appeared in the Consouh-Escambia Star:

"Colored Teachers' Resolutions

"Resolved:

- 1. To call upon the County Board of Examiners to cause all applicants for liscenses to pass a practical examination.
- 2. To grant no liscenses to people with a low moral character, even in the matter of paying debts.
- 2. That Trustees look to the character of teachers that will best serve the interests of the race, and not to be motivated by selfish motives. "2

The resolutions indicated a growing racial pride. The negroes in Concount were commencing to look upon education as the way toward the solution of their social and economic problems.

Text Books in Conecuh

The first Superintendent of Education, Mr. Perry, had urged the adoption of a uniform text book series for the entire

^{1.} The Conecuh-Escambia Star, August 18, 1887

^{2.} Ibid., September 29, 1898

State, without success. Some time later, Dr. Cloud recommended the same policy, with the same result. Several subsequent State Superintendents had done likewise, but without avail. People throughout the State were becoming indignant at the idea of baving to buy different texts every time a different teacher came to the school, which was often. Several editorials had appeared in the Concoun-Escambia Star concorning this subject of text books. Evergreen Academy was the first school in Conecuh County to have uniform texts. The Star stated:

"The Trustees of the Evergreen Academy held a meeting yesterday morning at the Academy, and adopted the following as the text books to be used in that school:

1.	Orthography	Holmes		and	Webster's
----	-------------	--------	--	-----	-----------

- Grammar Mrs. Enox's Words Simplified and 2.
- Green's Analysis
 Readers.....Lippincott's Series 3.
- Geography Monteith and Maurey's 4.
- Arithmetic Sanford and Robinson's 5. 6. Algebra.....
- 7. Geometry......Davies'
- History Goodrich's; Stephen's; and Hooker's 8. Natural History
- 9. Nat. Philosophy. Quackenbos'
- Chemistry Hooker's 10.
- Rhetoric.....Hill's 11.
- Physiology Smith's 12.
- Latin..... Barkness' Series 13.
- 14. Botany Gray's

"There has been a great deal of complaint among patrons on account of so many changes in books. Every new teacher must be gratified by a change in text books, until the burden became intolerable. In the future, teachers will be required to use the above, and while there may be additions to the list, no change in series will be permitted. "I

^{1.} The Conecuh-Escambia Star, September 27, 1888

the citizens were calling for county-wide adoption. By 1897, the feeling has become quite county-wide, and in that year, we find an essectional convention called by the trustees of the Friendship, Sepulga and Mount Union Schools. The meeting was held at Mount Union. This is the first case on record in Conecuh County where several school districts cooperated in an essectional program. At this meeting, uniform texts in orthography, arithmetic, geography, grammar, bistory, physiology, and penmanship were adopted. After the list of adopted texts had been given, the following statement was made by the Trustees of the three schools, through a "Committee":

"The above was adopted in order that we might have our school classified. As it has been heretofore, no teacher could satisfactorily teach in our schools, since we have had such a variety of books. Some might say that choosing a certain book would cause booksellers to charge higher prices for their books, but it is cheaper to buy one set of coatly books then it is to buy a dozen sets of cheap books; and then, every community or township can make their own series and not affect the price in any way. 'Necessity is the father of invention.' It is strange that people will suffer every teacher that comes along to caus them to buy a new set of books. We have been forced to take some steps or let our children grow up in ignorance. We would recommend that every school choose a series of text books, and thus have some uniformity in the classification of our schools. Then, if a new Colomon comes along and wants other books, inform him that you have a chosen text book and he is not the gan.

"We heartily recommend this to every school.

N. G. Miller A. T. Thomas Committee. 3

^{1.} The Conecuh-Escambia Star, September 27, 1888

^{2. &}lt;u>Ibid.</u>, July 30, 1897

^{3.} Ibid., July 30, 1897

It will be observed that progress was taking place. It might also be rentioned that the old-fashioned Blue Back Speller, famous in story and dear to memory, was not conspicuously included in any of the lists. By 1899 one citizen was writing to the Concoun Record:

"It is brought as an objection to the blue-back speller that it is too difficult; therein lies its chief virtue; the mind must be taxed to learn spelling. There is no royal road to learning, and study and difficult lessons are the means that must be employed if we learn to spell correctly.....The reason that teachers discard the blue-back speller is not that they have found something better, but actuated by the feat that they will not be considered progressive, up-to-date teachers. Good spelling is on the decline. 'Modern improvement' does not always improve !"

The Schools and Community Conduct

One of the significant features of the schools of the period was that they attempted to regulate the general morals and conduct of the students, both within and without the school, in all things. The following notice, which appeared in The Concountroombia Star, represents a typical attitude toward one aspect of this question:

"Request from School Frincipals

"It is desired by us that all the energies of teachers and pupils be directed to an earnest prosecution of school duties. Knowing that frequent visits and too frequent association of the sexes impede progress, and often results injuriously to schools and patrons, we therefore very courteously request young men not to visit or accompany young ladies to enurch or elsewhere, and most especially the boarder. Young ladies dislike to refuse, and any forbearance on the part of young sen in this direction, will have the unpleasantness of a declaration with the young

^{1.} The Conecuh Record, august 17, 1899

ladies and give much pleasure to the teachers. Decasional opportunities will be given for that degree of association promotive of both recreative and moral character. We now have the largest and one of the best organized achools in bouth Alabama, but only need the cooperation of all classes and ages to insure us the Athens of this section at no Distant Day."

This "request" was signed by co-principals W. D. Taylor and B. H. Crumpton, of the Evergreen academy. A few weeks later, frincipal Taylor worked himself in o a furious state of agitation over the custom prevalent among young men in the community of digarette smoking. He published a lengthy plea in the local papers, in which he called upon "the good people of the town" to put a stop to this indepent and immoral practice at once!" By the next year, Mr. Taylor had another complaint against digarettes:

"We think semething ought to be done to stop the circulation of indepent pictures as a means of advertising eigerettes and are usually given away to children who take pleasure in sollecting them.....They will learn soon enough, without having their young mines tainted with it before they know the arong there is in it......Parents and teachers, attend to this matter before it is too late!"

Several other teachers would not allow the boys and girls to play together, or even to walk home together from school. As late as 1898, the Frincipal of the Couthwest Alabama Agricultural School at Evergreen, laid down a rule that no young man was to visit the home of any young lady student either after school or during any school night for any reason whatsoever.

^{1.} The Conecuh-Lacarbia Star, February 4, 1886 2. 1014., Movember 3, 1887

^{3.} Finch, Mrs. L., Personal Interview

Those were days when many pedagogues were pragmatic prigs. Their attitudes were, or seemingly were, contributory to the contempt with which many individuals came to look upon teachers and teaching.

College Students

By 1883, some few individuals in Conecuh were financially able to send their children to college. The Conecuh-Lacambia Star was able to "point with just price to our state institutions and their well-filled lecture rooms to indicate what people are doing in the intellectual development of our youth."

In the same editorial, the writer asked the people to consider the advantages of the Alabama colleges, rather than to send their children out of the State for their higher advantages.

By the time of the "late 80's," a number of colleges, junior colleges and denominational institutions were running advertisements in the Conecuh papers. The Alabama Agricultural and Mechanical College, the University of Alabama, and Howard College were among the number.

Enough students from Conecuh were attending college by 1388 to make facetious remarks in order, and the editor of the Conecuh Record tickled the fancy of his readers with this story:

*A Conecuh County father who has a son at home from college spending vacation, was asked if his son had improved any.

^{1.} The Jonecuh-Escambia Star, June 28, 1883

"The old gentleman replied as follows, 'Well, he calls me 'The Old Man'; his Mother, 'The Old Woman'; smokes about forty digarettes a day; says "Eyther" and "nyther"; and is more particular about what he eats. That's about all the difference I see.'"

It is a matter of regret that absolute statistics on the subject of college-attendance from Concoun could not be obtained. It is certain that quite a number of young men and several young ladies from the county attended college during this era. Howard College seemed to get the larger number of pupils from the area. Alabama agricultural and Mechanical College and the University of Alabama each enrolled pupils from Concoun.

Co-Education

Among other caucational problems which concerned the prople of Conscuh, came the question of co-education. A few of the older citizens who lived in the County during the era 1875-1900 did not approve of education for girls. Quite a number did not approve of girls attending the same school as boys. Some few did not like the idea of "lady school teachers." One gentleman who lived at Castleberry gave a school sit and was largely responsible for the construction of a school building, but with the distinct understanding that no weman was ever to teach in the building. The stipulation was that if a woman ever taught there, the title of the property should revert to the estate of the

^{1.} The Conecuh Record, June 2, 1898

donor. This school was built and placed in operation about 1875. Needless to say, in a few years, the school was abandoned and the title "reverted."

By 1884, many "lay educational advisors" were ready and willing to offer advice on the subjects of co-education and education for women. An editorial from the Conecuh-Escambia Star illustrates the attitude of quite a number of citizens on the subject of education for girls. It was titled "What to Teach Girls":

"Give your daughters a thorough education. Teach them to cook and prepare the food for the household. Teach them to wash, to iron, to sew on buttons, to darn stockings and to make their own dresses. Teach them to make bread and that a good kitchen lessens the doctor's account. Teach tham that he only lays up money whose expenses are less than his income, and that all grow poor who have to spend more than they receive. Teach them that a calico dress paid for, fits better than a silken one unpaid for. Teach them that a full healthy face displays greater lustre than fifty consumptive beauties. Teach them to purchase and see that the accounts correspond with the purchase. Teach them good common sense, self-help, self-trust, and industry. Teach them that an honest mechanic in his working dress is a better object of esteem than a dozen haughty, finely dressed idlers. Teach them gardening and the pleasures of nature. Teach them, if you can afford it, music, painting, etc., but consider them as secondary objects only. Teach them that a walk is more salutary than a ride in a carriage. Teach them to reject with disdain all appearances, and to use only 'Yes' and 'No' in good earnest!"2

Such good, solid, home-spun advice was not amiss, and practically everyone agreed then that the Virtues were more desirable in the Fairer Sex than were the Vanities. By the

^{1.} Suffington, Fobert, Sr., Personal Interview 2. The Coneouh-Escambia Star, October 2, 1884

turn of the century, people were beginning to realize that brains and beauty were not essentially incompatible. The enrollment of girls in the schools was about equal to that of the boys during this era, and by 1900 a few more girls than boys were enrolled in Conecuh schools.

The Schools and Politics

Immediately after the free public schools were organized in 1854, certain charges were made that they were political tools. This idea did not attain wide popularity until after the Civil War. In 1887, the Grange Movement got started in Alabama. Schools were established under the auspices of this organization. Near Gravella, now Owassa, such a school was established and continued to operate until the turn of the century. The "Greenback" Party made little permanent impression on education. The Farmer's Alliance Group, however, and later the Populists arose in opposition to the Conservative wing of the Democratic party. Party feeling grew warm, waxed hot, and finally burst into flame. Criminations and recriminations were hurled by both sides. Several elections in Conecuh during the year between 1875 and 1900 were marked by violence and even bloodshed. Barns and homes were burned; otherwise respectable men cursed each other publicly; most of the leading oitizens walked the streets and appeared at the polls carrying guns. The Democrats accused the Populasts of using the Negro

voters and consorting with negroes to bring about another reign of terrorism; the Populists retorted that they were doing nothing of the sort, but were, on the other hand, trying to clean up the rotten political situation brought about by the so-called "Democratic Rule," which in reality, according to the Populists, was unlike anything that even suggested Democracy. Men who had formerly been close friends quit speaking to each other. In a word, the most serious political situation which had threatened Alabama since the days of Reconstruction had arisen. It came to real proportions in the State campaigns of 1890. The elections in 1892 and 1894 were also bitter.

The method of trustee selection of teachers had focused local neighborhood politics upon schools. One political faction would desire the services of a sympathetic teacher—the other faction would want a teacher who represented its views. It has been stated previously that these conditions brought about the establishment of several rival schools in a community scarcely large enough to support one institution. Politics and religion came to be confused with pedagogy, and general confusion resulted in Conecuh. People began to lose faith in schools and interest in education. The situation became chaotic. The Conecuh—Escambia Star made this appeal:

"In many communities are to be found chronic grumblers and fault-finders. They can't be pleased with any teacher, and they do all they can to retard those who

^{1.} The limitations of this paper will make it impossible to consider this topic at length. For a full discussion see Populism in Alabama, by J. B. Clark. Also, History of Alabama, Vol. i, by A. B. Moore

have the interests of the schools at heart. They carry their individual prejudices, to which there is no limit, to such an extent as to influence other patrons—and the result is failure of the school..... Unite on some teacher and keep him. Itineracy with teachers is all wrong...... We do hope our people will wake up and unite in this matter. Leave all individual and sectorian prejudices and come together and work in harmony!"

People were becoming disgusted with the local trustee system, and the County Board of Education, composed in some instances in part of men who were wholly incompetent, came in for its share of criticism. The following paragraph was to the point:

"The great trouble with the educational system in this county, next to the fact that it is too frequently used as a part of the political machine, is that too many men who know absolutely nothing about it, are placed in charge of those who do. In many instances, if the power of the school board were vested in a Board of Teachers instead, there would be a better record of individual and collective pupil progress, for teachers know better than directors the capacity and endurance of pupils."2

The office of County Superintendent of Education was drawn into the controversy. A state-wide movement was launched to make this office elective, in order to "place it where it right-fully belongs--in the hands of the people." It was State Superintendent Solomon Palmer, perhaps with an eye on the next election, who made such a recommendation in his annual report for 1888. By 1889 state-wide feeling was so in favor of this action that the General Assembly passed an "Act to Provide for the Election of County Superintendents of Education."4

^{1.} The Conecuh-Escambia Star, July 14, 1887

^{2.} Ibid., May 13, 1886
3. Annual Report of the State Superintendent of Education, 1888, pp. 23-4

^{4.} Alabama Acts, 1888-89, p. 396

Twenty-one counties were not affected by this act. Conecuh County was affected. The act negated that of 1877, which had provided that the county board was to select the Superintendent for the county.

In the first election after the new law was passed, that of 1890, Superintendent Newton of Conecuh seems to have had no opposition. It was during that year, however, that the Populist movement became so strong. It was a bad time to make the county superintendency elective. The new law became effective just in time for the educational department in the county to be drawn into the maelstrom of political filth. By 1892 the Populist Party had gotten out a candidate, Professor S. L. Tisdale. to oppose the Democratic candidate, C. A. Newton. Professor Newton was elected by a slight majority. In 1894 he was defeated by Populist E. J. Hardy from Castleberry. The same thing occurred in 1896 when Hardy was reclected over Professor Newton. 1 A swing in the vote of the county came in 1898, and Professor G. M. Harper from Herbert was elected over Professors Hardy and Newton, all of them running on the Frimary ticket in the Democratic Party "elimination contest."

On the twenty-first of February, 1893, the General Assembly of Alabama approved the following act: "To establish a branch

^{1.} The Concouh-Escambia Star, August 7, 1896

agricultural experiment station and school in southwest Alabama. "1 The Commissioner of Agriculture was to locate the station and school within the territory embraced within the counties of Escambia, Baldwin, Conecub, Monroe, Clarke, Washington, and Chootaw. The Board of Control of the newly created institutions was to be composed of the State Commissioner of Agricultur, the Directors of the Experiment Station at Auburn, together with five progressive farmers from the district, three of whom had to reside within ten miles of the Station. The Board was to employ a director for the station, and a principal and teachers for the school. The sum of \$2,500 from the Agricultural Fund of the State was to be appropriated annually for the support of the school. This sum was to be supplemented by certain tax monies. The Board was to purchase the necessary land and build the required buildings, but were limited to \$1.500.

The citizens of Evergreen and the remainder of Conecuh County busied themselves, and as a result, the station and school were located at Evergreen. By August 24, 1893, the school was organized and ready for work. The Southwest Alabama Agricultural School replaced The Evergreen Wale and Female Academy at that time. The first faculty of the new school was as follows:

^{1.} Alabama Acts, 1892-93, pp. 749-50

^{2.} Ibia.

Professor J. A. Liner, Principal Mr. Charles B. Glenn, M. Sc. Mrs. J. A. Liner Miss L. V. Stallworth

The school year was composed of two terms, of five months each. The rates of tuition were \$5.00 and \$2.50 per term for Academic and Primary Departments respectively. The first Board of Control was composed of:

Honorable H. D. Lane, ex-officio, Montgomery Dr. William Leroy Broun, Auburn N. Stallworth, Evergreen J. A. McGreary, Evergreen P. M. Bruner, Evergreen John P. Watkins, Baldwin County N. S. Mixon, Escambia County.

The old Academy Building was in use. On June 16, 1894, a citizen's mass meeting was called in Evergreen for the purpose of considering the erection of a new and more suitable building. The Honorable Nicholas Stallworth presided at this meeting. The following citizens donated \$500 each toward the fund for the erection of a building: N. Stallworth, J. D. Burnett, C. P. Deming, L. Finch. L. W. Savage, A. F. Hammel, John Cunningham, J. F. Irwin, James M. Sims, J. A. McCreary, Sr., P. M. Bruner, and C. D. Rabb. The new building was to house at least five hundred pupils. The contract was turned over to Mr. Strout, who promised to have the structure ready for the opening of the school in 1895.

^{1.} The Conecuh-Escambia Star, August 24, 1893

^{2.} Ibid., June 28, 1894
3. The Conseuh Record, September 5, 1895

The first faculty in the new building was as follows:

J. A. Liner, Principal, Belles Lettres and Languages
L. W. Payne, Mathematics and Natural Sciences
Miss Laura Stallworth, High School Department
Miss Imogene Russell, Preparatory Department
Miss Willie Cunningham, Preparatory Department
Miss Josephine Lovelsce, Music Department
Miss Julia Daughdrill, Elocution and Art.

The first term enrollment was 243; the second term, 340 enrolled. About "fifty of these come from abroad," stated the Conecuh Record, which meant that fifty students had come from out the limits of Conecuh County. The local paper remarked:

"Many farmers from different parts of the country have moved their wives and children to town while they remain at home. Indeed, the educational spirit is growing throughout all the section, and Evergreen seems to be the centre of rallying point of those imbued with this fine spirit."2

The school prospered so that Principal Liner, in making his annual report to the State Superintendent of Education in 1898 boasted,

"Our roll book shows an attendance of 348 pupils, 176 males and 172 females, representing eleven counties in the state, whose average age is fifteen years. From the increased attendance from year to year since its establishment five years ago, and from other indications, I feel justified in saying that the school is increasing and extending its influence throughout this section of the State."

^{1.} The Conecuh Record, September 5, 1895

^{2.} Ibid., September 5, 1895

Seven distinct courses were offered in the school at the time; Literary, Scientific, Classical, Music, Elecution, Art and Business.* "In 1895 one man and three girls graduated; in 1896, two men and seven girls; in 1897, none; in 1898, two men and two girls." The school property was valued at \$16,600 in 1898.

School Tax Agitation

One interesting feature of the era under consideration was the phenomenon of the people asking to be allowed to pay a tax! The people of Alabama were asking for the privilege of paying taxes for the purpose of keeping the schools in operation!

In 1883, the only direct tax usef for school purposes was the pole tax. In Consouh, at that time, the sentiment was

1. Official Report of State Supt. J. C. Turner to Gov. J. F. Johnston, on The Condition of Agricultural

Schools, 1896-98, pp. 47-58 Two independent Business Colleges were established in Evergreen in 1897 and 1898 respectively. The Salterian Business and Bookkeeping School, under the direction of "Professor" Jim Salter, a native son, advertised in The Evergree Courant, March 12, 1897. Mr. Salter had perfeeted his own, The Salterian Method, of Bookkeeping. for which he claimed great credit and many virtues. His advertisement concluded, generously, with this statement: "No charge for tuition for ministers' sons of all denominations. No charge for the poor widow's son, nor the orphan boy, not the disabled. Students may enter at any time and take any course they may select. Private lessons taught to females in their homes." In 1898 Cooks Business College advertised in The Consoun Record, March 3. This institution merely included in its advertisement the statement that it offered courses in bookkeeping, accounting, and business arithmetic and writing.

expressed that the public schools were doing far better than they had been doing for some years. The law required that they be kept open at least three months, whereas in Conecuh they were in operation four or more months. "Public sentiment in the State is strongly in favor of the public schools, and the school tax (poll) is promptly and willingly paid." By 1887 the opinion was expressed that never in the history of the State had there been such a wide spread spirit of education as prevailed at that time. One writer had exclaimed:

"Verily, we are in the midst of a new era-the eve of general education."

One year later, an editorial in a Conecuh paper stated:

"We hope the legislature will provide some way or other by which every township, town, and county can vote for and obtain the privilege of taxation for school purposes."

Of course, there were some individuals who were not in favor of such taxation. They were the objects of comment in the following:

"We are sorry to say that the persons who would be most benefitted financially by these improvement efforts, are worse, in their way, than the rest. There are some persons who cultivate such a love for money until they are not satisfied to invest a dollar in any enterprise except on immediate increase in the coin itself. We can offer no argument to such men as these!"

Some of the wealthier people and some of the poorer people were not too enthusiastic about school taxes.

^{1.} The Concoun-Escembia Ster, September 5, 1883

^{2.} Ibid., December 1, 1687
3. Ibid., May 3, 1888

^{4.} Ibid., June 28, 1868

Mass meetings were held at Belleville and Herbert in 1893. At Herbert the citizens voted in the meeting to support the Hundley taxation amendment, as the people desired more taxes for the support of schools. At Belleville, the citizens assembled and drew up a set of resolutions, which stated:

- "1. That the present State appropriations are entirely too meagre to meet needs.
 - 2. That the schools should be of longer duration and should be staffed by better trained people.
 - 3. That the legislature should levy such a tax as would enable the township trustees to employ good and competent teachers for a term of at least six months.
 - 4. That the legislature should raise the poll tax from \$1.50 to \$2.00."3

State Superintendent of Education John W. Abercrombie, in his report for the school year 1899-1900 pled for the right of the people to levy a tax upon themselves for the support of their schools:

"There should be no limit, constitutional or statutory, general or local, to the power of the people who own property to tax themselves for the purpose of fitting the children of the State for intelligent and patriotic citizenship--for success in the performance of life's everyday duties."

All of this was indicative of an enlightened attitude on the part of the public toward free public schools. Better schools were sought and demanded. The County Board of Education in Conecuh set a regular time for meeting and invited visitors.

^{1.} The Conecuh-Escambia Star, July 20, 1895

^{2.} Ioid., August 17, 1893

^{3.} Ibid., August 24, 1893

^{4.} Armual Report of State Superintendent of Education, 1899-1900, p. VIII

^{5.} The Conecuh Record, October 13, 1898

By 1899 a law had been passed which set state standards for teachers' examinations which were to be sent from the State Department of Education in Montgomery. By the middle of the year 1899, the people in the County were asking for an eightmonth school term, and demanding the power to raise the necessary funds by local taxation.

The editorial comment from The Consent Record expresses the sontiment that prevailed, not only in Evergreen, but in all of Consent County as well:

".....For a long while, the educational spirit was dormant in our town. People sent their children to school, paid the tuition, and bought the necessary books, but this was all. Other things h d been modernized, but not the schools. The methods of the fathers were the methods of the sons. So were travalling in the same ruts that had been used a decade ago; but suddenly a change came. The people became aroused. The appropriation made for the J. A. A. S. was sought for by Evergreen, and it became the site of a school second to none in the thoroughness of its plans, and the high character and capacity of its teachers.

"The location of this school was a school upon which all united. This fact alone was profoundly significant. It should a concert of purpose which nothing could thwart;"S

^{1.} The Overgreen Courant, March 15, 1899 .

^{2.} Ibid., July 19, 1899

^{3.} The Conecuh Record, October 24, 1895

TABLE 8

A TABULATION OF STATISTICAL DATA FOR CONSCUE COURTY PUBLIC SCHOOLS SHOWING SCHOOLS, TEACHERS, ENBOLLMENT, APPORTICEMENT, ATTENDANCE, LENGTH OF TERM, AND AVERAGE MONTHLY PAY OF TEACHERS 1875-1900

tear	Schoo	ls	Teach	ers	Pupi	ls	Appropria	tions 4
बेग्र-धः	Te	G.	N.	0.	里。	0.	₩.	C.
575-0	88	14	47	29	1,756	1,270	\$2,349.92	\$1,765.08
bad a	70	3.00	26	3.0	1,025	985	62 800 00	A3 mm. ma
875-7	30	13	30	13	1,760	1,545	\$1,509.68	\$1,374.80
377-8	37	29	37	29	1,660	1,360	\$1,785.59	\$1,196.09
₹.*					891	1,049	41,100,00	41,110.09
878-9	22	20	22	20	1,660	1,360	\$1,815.93	\$1,254.04
()					615	893		
79-80	33	22	33	22	1,728	1,674	\$1,761.65	\$1,423.67
900 3	00	60	30		783	818	21 042 00	41 404 00
.880-1	28	28	32	28	796	1,674	\$1,845.73	\$1,604.22
881-2	29	26	29	26	1,851	1,709	\$1,827.98	\$1,405.85
7	~ *	20	~ ~	20	850	1,060	41,007,400	41,100.00
882-3	36	28		*	1,053	994	*	
883-4	33	28	53	28	2,047	1,902	\$1,669.14	\$1,586.22
					899	1,036	A	
884-5	*		*	*	2,047	1,902	\$1,705.62	\$1,596.58
85-6	39	29	35	27	2,179	2,071	\$1,688.28	\$1,579.63
386-7	40	29	38	25	2,179	1,152 2,071	\$1,658.68	\$1,599.51
DOU-/	*0	69	00	20	1,249	1,205	&T,000,00	4T,044.0T
687-8	38	28	36	21	2,399	2,173	\$1,753.36	\$1.527.45
					1,253	1,118		
B88-9	44	30	44	30	2,399	2,173	\$1,802.38	\$1,666.86
					1,320	1,242		
R89-90	47	31	46	25	2,531	2,454	\$2,416.69	\$1,947.89
E.	*			*	1,871	1,480	97 OHD 94	On BAR OF
890-1 891-2		*		4	2,825	2,526	\$3,052.84	\$2,745.85
892-3	*	*	sk	*	*	.*	*	* 36
593-4	57	33	56	31	2,006	1,431	*	*
B94-5	58	36	51	34	5,042	1,666	*	*
B95-6	54	34	60	34	2,149	1,744	*	*
₹96-7	43	36	43	36	2,144	1,761		
897-8	51	32	49	29	1,813	1,756		
898-9	55	40	51	35	3,221	2,742	•	-
99-1900	no.		50	38	2,700	1,733 2,500	¥3,354.00	\$2,692.00
20-1ACO	92		20	20	2,700	2,000	40,005,00	401030100

^{*}No statistics given in the Superintendent of Education's report

	ver.Attend.		Av. Length School in Days		Number of Teachers Employed White Colored				Av. Pupils per Teacher		Average Pay Teachers per Month	
	C.	W.	C.	M.	F.	M.		T.	W.	C.	W.	C.
798	714	64	74	22	23	24	-	5	23	34	•	
59	603	66	69	17	13	11		2	*		•	•
	824	51	60	24	13	23		6	24	36		•
45	457	81	70	13	9	16		4	30	44		•
25	. 567	64	66	22	11	. 16	*	5	24	35	\$15.35	\$17.62
28	672	66	61	16	16	25		3	24	34	\$21.54	\$18.87
Ä	696	65	60	20	9	21		5	29	41	\$18.10	\$17.76
	*	61	61	* 1		*			•	*	*	
	707	64	68	21	12	23	4	5	29	37	\$18.28	\$18.76
02	834	* 63	63	18	16	- 25		4-	30	36	\$19.80 \$17.11	\$19.52
38	796	60	65	20 .	18	21	٠,	4	31	41	\$19.07	\$19.42
40	763	62	60	20	16	. 18		5	35	53	\$20.45	\$20.30
75	888	58	59	21	23	28	1.	2	30	41	\$19.02	\$22.55
83	1,092	62	61	27	19	20		5	34	59	\$22.46	\$23.71
and .		*	*	*			. '	*	*		*	* 1
變影	*	*	*	*	*	*		*	*	*		
	1	*	*	*	*	#		*	*	* .	*	
· ·		63	63	*				*		*	*	
		60	61								\$24.54	\$14.44
400		60	60	*	*	-		*		*	\$20.13	\$14.82
7	*	56	62			*					\$28.04	\$14.72
	*	60	60						*	*	\$22.00	\$13.58
										_		
B				-				*			*	*

Chapter IV

THE ERA OF SATISFACTION 1900-1920

General

John a borcrombie, a professional school man, had become state superintensent of flucation in 1898. Dr. Abercrombie was able to see the state educational problem as a whole, to determine his weak apota, and to make recommendations for the improvement of the system. Aceks stated," with the edminiation of Dr. Abercrombie bagins the modern era of education in alabame. Not until 1899-1900 was Dr. Abercrombie able to make a treet deal of progress. By 1900 he was able to make the following assertions in his report to the Governor;

".. Injorder to keep abreest of the educational thought and progress of the country, I have attended many educational gatherings, county, state, southern and netional. I flatter myself that during the past two years a great interest in the cause of public education has been aroused among the people. within that time, difficulties have been overcome, hope has taken the place of discouragement, indifference among the paople has vanished. The amount of funds available for comeon school purposes has been increased more than fifty percent; the quelifications of teachers have been raised; incompetent teachers have been eleminated; sounty supervision has been improved; township trustees have been more attentive; school mouses have been made better: o desind for a qualified superinteniency in the countlargrly increased; teachers' institutes have been held more regularly; and a spirit of educational progressiveness has Ween aroused among the people. The outlook is most encouraging."

13

^{1.} white, op. cit. 135 2. And all apport of tate uperintensent of advection, 1199, pp. III & 1V

Perhaps no legislation conscraing the achool system during the letter part of the 18th century was more for reaching then that which provided for the inequiretion of a State Board of Examiners. By an Act approved February 10, 1899, there was established in Alabama "a uniform eyetem for the examination and licecusing of tembers. Under the provious of this act the state superintendent of Education see to appoint two other qualified men to est at th him on a board. This group, to be known as a State Boord of Exeminers, was to make out the questions for teacher examinations, and smil them to the county superintendents of education, she were to supervise the tests in their respective counties, and return the papers to the state office to be graded. This claminated a great part of the unsatisfactory situation that had provehled in many ofthe counties in the State due to the lack of uniformity in types of examinations given to tstchers.

superintendent G. H. Harper of Cone out, in his extual report to the State superintendent in 1900, had this to say concerning the local committees in Consoun;

[&]quot;... think the prospects flattering indeed, better then ever before in the history of our present system. During the year, the enrollment in most of the echools has been much larger than usual, the attendance, especially in the country, most excellent; while the everage school term has been increased at least one menth.

"The educational facilities in the past, especially in the rural districts, was very limited. Very few schools were tought longer than three menths each year. None above the third grade could be conveniently accommodated in them. The houses were very uncomfortable, inconvenient,

^{1.} Alebana Acts , 1898-99, pp.217-22

and poorly furnished. Though wonderful improvement has boon made in the past decade, the "log cabin" almost eleminated, the more substantial frame building in lieu thereof; yet it is a lamon table fact that in the rural communities, all of our school houses are still uncomfortable, inconvenient and poorly furnished. I do not know of even one school in the county properly furnished. Six first gared, seven second grade, and thirty three third grade teachers have taught in the public schools in this county during the past year. Two institutes have been held to date. The attendence of the temphers was vory regardable. The work done satisfactory. Very little has been said about the new exemination law. Some one auggested that the applicant be required to enswer seventy percent of all the questions in each grade, instead of asventy pergent of all of the questions propounded in each branch. All seem to think that every teacher should be required to take one of the grades: First, second or third, before any liscenses should be issued.

"I think my county would favor the term of office of six years for state and County Superintendents, though I have not heard snyons express himself on the subject.

"The idea of any large perminent school where possible, each race in each township, amply provided for by local texation per capita and property, is repidly gaining ground. Such a system of public schools in operation in each township, would give us emple educational facilities calculated to most the requirements of a high standard of sitzenship. I do not know of any system that would offer better or even equal edvantages. If you can give us better schools, we shall be very glad to

have them".1

It will be recalled that echools were then operated by
the quester a with no county uniformity as to the time of
operation. That is, any community or school district might
have its school operated at any time during the year that it
chose. The teachers were paid for every three months that
they taught. There was no uniformity of text books, nor of
tuition feed. There was no definite location for any school
house within a district. One community in the county was in
the habit of naving school one year on one side of a creek that

^{1.} annual Report of -tate superintendent of aducation, 1900, pp. 158-56

that neither side would feel that the other was trying to take unfair advantage from an educational standpoint. Often youngsters would not attend school when the session was being held "on the other side of the creek".

conditions were better but far from perfect in 1900. No one recognized this more fully then did superintendent abercrombie, who made the following recommendations in his annual report;

"That the power of texation for educational purposes be given counties, townships, districts, cities and towns.

That the assessment and collection of poll taxes be placed in the hands of school officials, and that rigid assessment and collection lass be passed.

"That, after school funds have been apportioned to counties according to school population, the a wrege daily attendance for the preceding year be made the basis of distribution.

"That a qualified County superintendency be provided by law.

"That county augerintenients be required to devote all of their time to the sutie of supervision, and be paid salaries sufficiently large to justify them in doing so.

That when a supplement is paid by the perents and guardiens, it be used for lengthining the free term; and where the people who pay the supplement are unwilling to do this, that the free term to finished before the pay term is begun.

That then the schools are made free, and within the reach of all, a law be enected compelling children between seven and fourteen years of age to ottend.

"That the matter of uniformity in the selection of jext books be considered by the next general secently".

It will be observed from the foregoing reports and recommendations what the school conditions in the state actually were. People were at lest becoming interested in the idea of

^{1.} Meaver, J. D., Personal interview 2. Annual Report, tate superintentent, 1900, pp ANNIII-ARAVI

free, graded public schools. School conditions and school problems become matters of real public interest.

In the elections in Comoun County during the year 1900, the following men were candidates for the office of County "uperintendent of "duos tions colonel N. M. Eing, a lawyer, former a chool teacher and ex-officer in the Confederate stray; Jeptha V. "awthorns, a merchant-former; and Superintendent George M. Harper. Superintendent Harper was realected."

At Evergreen, the Agricultural School was progressing so tisfactorily with a large enrollment. Continue bound a very modest but comfortable school house, and the citizens of Septon met in mess meeting for the purpose of having erected a suitable "scademy". The other schools in the county were in operation for an average term of slightly more than three months. For complete statistics, see the table at the conclusion of this chapter.

not convinced that the free public schools should headle the educational effairs of the people. For example, at Brooklyn a school for the public was conjucted by N. T. Stallworth, while Miss Lillie Stronge had at the same time a private school, with a large enrollment.

^{1.} The Svergreen Courant, May 9, 1900

^{3.} Ibid., Lay 9, 1900

^{4.} Ibid., Cosober 21, 1901

Come out felt herself becoming quite educational minded.

The editor of the Evergreen Courant wrote;

The South is evakening to the fact that the present system of education is not entirely fitting the needs of its children. Our population is largely rural, and the system of iducation in the south is one that actively and sympathatically touches every interest in the community over which it extends. The task of the South is to work out its own common school system, without regard to what has been done cleawhere — a system best suited to its own needs.

The teachers themselves were becoming publicity-minded.

They were evidently commencing to see where they could better themselves and their schools if they took more active interest in school effairs. Here follows a typical letter, wherein, with pardonable pride, the writer tacitly contrasts himself to the more timid of his profession:

" Editor The Courant:

"In my opinion teachers do not express the mealves enough through the press, There are many questions of importance that could be discussed

that way to advantage.

"Teking the present for instance while the campaign for better schools is going on. Is the teacher expecting to stand idly by never speaking or writing a word of encouragement in behalf of this forward movement and then step in and accept all of the benefits that accrus to the profession?

"Perhaps it is feer of criticism,

If it is, let me say right here, let us do the best we
can, and then if some person feels called upon to criticize our efforts, we mill invite him to improve on it
and inform him that we will gladly so capt knowledge

from his superior mind.

"It is also the duty of the fathers end mothers of the children to take more interest in the school work, and get a better knowledge of the work which the teacher has to do. I have known of one school teacher who was known as one of the most up-to-date teachers in the sounty sho had serious trouble with some of her patrons because she was in the hebit of looking over her lessons which she had assigned to the classes for the next day. It was decided very soon that

^{1.} The Evergreen Courant, June 11, 1908

the teacher didn't know enough to teach the children.

" Let up hear from our school petrons and
teachers. Let us become acqueinted before the teachers
go to their schools.

"Evergreen, Alabama

Country Teacher.

The following article from the Courant throws a ray of light on the general conditions of the schools during 1902;

"... Comparatively few rural schools have any libraries or books other than the few text books used by the pupils.

Some of these schools are taught by most excellent teachers; but some of them are taught by young men and momen whose education was finsished at the first or second school term at a country scedemy, and still more by teachers who never had my schooling except that furnished in these same public schools. Most of these young men and somen do not teach any longer than is necessary for them to saw up sufficient funds to go into some other sort of business. The average school life of these teachers is not more than three years of loo school days each."

Taxos, Politics and Laws

The new Constitution of Alabama which went into effect November 28, 1901, did little to help education. It provided a tex limit of .66¢ on each \$100, thirty percent of which went into the school fund. Counties were given a tex limit of .30¢ on each \$100. Each county might use one will of its five for school purposes, but this was purely optional. The cry had been for the governing powers to allow the peoples in the towns and local districts to tax themselves for school purposes. This privilege the new constitution denied. The ink was scarcely dry on the paper of the instrument, before

^{1.} The Syergreen Courant, May 10,1903

^{2.} Ibid. April 2,1903 3. weeks, op. cit., pp.140-41

the state superintendent of siducation was calling for an amadement which would give the agencies other than the state and county the power to tax for school purposes, if they saw fit to do so. Shile it was true that the State was contributing to the support of public aducation, the fact that the much needed local self help was denied, discouraged educators. Two definitely adverse factors were evident:

- 1. The rural schools suffered greatly from lack of funds, with no way of helping themselves.
- 2. The magro achools suffered e cosiderably, especially in the Black Bolt.

The letter was true because the appropriations were turned over to the county authorities, who might exercise wheir own discretion in the expenditure of funds. In the Block Belt, the negro schools were at a very decided disadvantage, while the white schools fored sumptuously. In consequence, the legislators from the Black Belt were leathe to have the law changed, as a change would be detrimental to their own smoothly-working systems. Cone can, however, was among those of the non-Black Belt counties that suffered.

In the meantime, a few months prior to the time when the new constitution was to go into effect, the legislature had passed several acts which dealt with the school system in Conceum. By an act approved February 14,1901, a text book commission had been provided for each of seven counties of which consend was one. Each of these counties was to adopt a unifrom series of texts for the schools in the county.

^{1.}Cepen and Foght, Educational Survey, Alabama, pp. 47-48 2.Alabama Acts, 1901, pp. 1089-90

Fobruary 28, 1901 on Act was passed the object of which was to "better provide for the support of the public schools in Concount County, and for levying a special tex within constitutional limits to suctoin them". The tax was to be not less than two milks and the Act particularly specified that the proceeds derived from such taxation should be used exclusively for school purposes.

The elections of 1908 indicated something of the interest being felt for education in Concount. Here follows a portion of a letter sont prior to the election to the editor of the Courant by a "Citisen of Cohesest":

" How for some good men to fill the office of county superintendent of education. Now there are a great meny men, as I see it, who are qualified and competent but the office pays but a nominal sum. Some men would not care to bother about it, so we must find a men that is whileble, competent, and has the interest of education at heart, that he may effort to fill the office honorably and efficiently, although the pay is small. I have in mind two such men: N. T. Aarons of Old Town is an honest and scalous worker, and Benj. F. Stevens of Evergreen

Neither of these gentlemen, however, became candidates, In the Democratic primary, Colonel Hugh N. King and Professor Samuel A. Lowery were opponents. Each of these gentlemen had become a candidate at the "insistence of a group of county leaders". Colonel King had said in part in his published letter of acceptance of the nomination, prior to the primary;

Recognizing the populiar conditions under the new order of effetre in the State, I hold it imperative on every good citizen to take the place of duty assigned to him, without regard to its eminence or emolument".3

3. Ibid., august 20, 1908

^{1.} Alebane Acts, 1901, pp.1850-81 2. The Evergreen Courant, May 28,1902

In the primary election, Professor Lowery was the successful contestant by a margin of 70 votes.

On the populist ticket were three candidates: Superintendent Harper, G. M. Ethridge, and J. M. Howington. In the Populist primary, Mr. Ethridge defeated Superintendent Horper by 19 votes.

In the General election in November, 1902, the final vote

Lowery ... 606 Ethridge .. 445

The Courant flounted this headline, " Democracy Triumphent: "

The legislature of 1905 pessed three particularly noteworthy school ects. One of these Acts provided the machinery
whereby the counties might levy the one-mill tex provided by
the Constitution. Another of the Acts entitled, " An Act
to provide for the redistricting of the public schools of the
State and the management and control of the same", was greatly
needed, as the old township school lines had long been old
"bones of contention". This latter Act contained, in brief,
the following provisions:

That township lines for school purposes be abolished.
 That a county redistricting board be appointed to lay

out new districts in each of the counties, according to centers of population and natural barriors.

of a school house, and no district was to contain less

then 15 children.

4. Each of the newly organized districts was to elect three school trautees, whose duties it would be to (a) Take the school consus; (b) Care for the school property; (c) Employ school teschers; (d) Visit and report on school conditions; (e) Have general management and control.

2. Ibid., November 5, 1902

3. Alabama Acts, 1903, pp.398-9

^{1.} The Svergreen Courant, September 17,1902

5. That the chairmen of the local boards were to elset four of their number to sit with the county super-intendent of education as a County Board of Education.

intendent of education as a county Board of Education.

That when a district should provide a free, graded school for a term of not less than eight months per year for all emildren within school age, that district then might elect five trustees who were to have absolutely final control of the school within their district, only reporting to the county authorities.

7. That the county superintendents of education were to be paid on the basis of four percent of their disbursements, up to the limit of \$1,800. The teachers were to be paid monthly.

Act, the County, rather than the township or district, became the basis of school administration. The third important Act provided that the legislature appoint a State Text Book Commission, whose duty it was to select a uniform series of text books for the State.

The question of local teration became most in Conecula.

Even the teachers finally got around to discussing it. The following article, which appeared in the Courant, reflects the sentiment of the teachers:

"The whole teachers' institute joined in the discussion of Alabems's leading question -- local Texation. All present agreed that the salvation of our public schools depends upon the right of salf-interest and local management and taxation. The institute was well-attended, as there were 17 teachers present. It was considered a success."

on March 82, 1905, a mass meeting for the whole of the County
was called at evergreen. The subject for discussion was the
proposed one-mill tax. Governor Cuaminghem and State Superintendent I.W. Hill, both of Alabama, were present. These gan tlemen

3.

^{1.} seeks, op. cit., p. 143 2. panaterpress. Jearantypesistendeni, 1984. p. 10

achools. The Governor assured the notives that "Alabama needs longer and better schools". Two weeks later, enother mass according was held in the same town, but without the visiting delabrities. Another discussion of the school tax ensued. "Everyone who fevered the local tax for schools was asked to a tend up", reported the correspondent. Everyone stood.

In the meantime, one citizen of Consent, after listening to the Governor's plea the previous week, felt called upon to add a few remarks to those of His Excellency on the subject of local texation for schools. The following letter appeared in the Courant:

continuing what was said last week, I wish to say that it is not only nacessary to have better achool houses, but they should be better equipped. A school house is not complete when its walls are creeted. It is then necessary to look inside the building and see that nothing is lacking to edi comfort and convenie nos. There must be confortable deaks, well prepared black boards and cresers. To these must be added a library of good books, and an unabridged dictionary. These are very necessary to education.

The purpose of the school is to educate, and this consists of something more than the ability to read and write. There must be something to create a desire for desper knowledge. A desire for good ressing must be aroused, and no several volumes from our leading authors must be added to the school againer nt.

" Se should consider works of art an essential part of our school. Even our small country school houses should have their walls adorned mith pictures of renowned men and women, who have risen in spits of poverty end obscurity and written that r names high on the roll of the honored. These will encourage the youth to press onward with right good will.

"Knowing something of the importance of better achool houses, how shall we secure them? Tosehers and achool

2. Ibid., .pril 5, 1905

^{1.} The Svergreen Courant, Merch 22, 1905

officers muct do on preschere and church officers do. a community that can efford a good church house, can build a nice, comfortable school house, It is only necessary to awake the conscience of the people.

"Now let us have as good school houses as we can afford, and we can afford good ones, and let them be made as attractive as possible. Let all wear a pleasant face and speak in soft tones and the result will be seen in the work of the pupils. The children will come to school because they like to come. They will a tudy with dalight. Then shall 'our schools be our country's boast end pride', indeed."

Approximately one year leter, a county election was called for April 28, 1906, for the purpose of having the people of the county decids whether or not they wished to levy upon thomselves a one-mill tex for school purposes. The first local-taxetion-for-schools election in Conecuh want more than three to one in favor of school taxation. The results were:

For the Tex. . . 622 votes Ageinst Tex... EO4 votes

The redistricting law was well-received in Consent County. Superintendent of Education Lovery of Conceuh stated in his report to the State Superintendent of Educations

" It is probable that the redistricting law will cause an entire change in themschool system and will be of great and lesting bemefit to us. The generality of the people fever 15 . 4

Superintendent Lowery, with the county surveyor and a member of the Court of County Commissioners, proceeded to redistrict the county, the results of which were 62 school districts.

^{1.} The Courant, March 29, 1908 2. Ibid., March 28, 1906 5. Ibid., May 9, 1906

^{4.} Annual Report of state Superintendent, 1904, p.44 5. The yourent, June 29, 1904

It was now up to the residents of these newly formed districts to elect trustees. The <u>Courant</u> reminded them of their responsibility in this fashion:

runtees for every school district must be elected the first saturday in July. The school districts which feil to comply with the provisions of this law may lose their share of the apportionment of public school funds. The law declares that on the first Saturday in July, the free stockholders of each school district shall elect three trustees of the new districts formed under the operation of the same law. It is required of the trustees that they reside in the district and be able to read and write. Mosons is charged with the duty of calling the election. The citizens are supposed to meet of their own accord. Still it must be done, and cartificates of results must be filed with the County Superintendent of Education."

No record of the identies of the district trustees survives.

In secondance with the law, however, the chairman of the 62

district boards not at the Court House in Svergreen on Saturately, August 18, 1904, and elected the following members to serve with Superintendent Lowery, as a County Board of Education, the first under the operation of the new law:

T. A. Jones..... Sepulge G. W. Alexander... Orete

W. M. Newton.....Belleville

Text Books

The matter of text books continued to be a matter for agitation. The effort on the part of the State to provide uniform texts met with success. The <u>Courant</u> carried this article:

" The State Text Book Committee which has been in session in Montgomery has unnounced the adoption of books to be

^{1.} The Courant, June 22, 1904 2. Ibid., August 17, 1904

used in the Alabama public schools for five years and awarded the contracts for supplying them. The contracts are parcelled out to numerous publishers, according to the books desired. Governor Jalka suthorized the statement that the prices occured by the Committee are fifty percent less than purviously paid."

The Covernor did not, however, eleborate upon the last statement, escording to the newspaper. Evergreen, Brooklyn and Castleberry were named as Book Depository Stations in Conecuh County.

generally was highly in fever of the adoptions of the State
Board. The following letter, written by the same Micajah."
Johnson who several years before that been accused of "steeling a hog from a misser" and later vindicated, is here quoted in its entirety became it presents not only one attitude on text book adoptions but several other topics and philosophies of adupational interest:

"Editor The Courant:

" I sould like to call the attention of your reders and the public generally to the existing school book law. A few years ago, our lawnshors required us to stop our children studying the old Blue Book Speller, Webster's Dictionary and Device' Arithmetic. Then the law was changed again... Now our children are required to study Cook and Gropecy 's Arithmetic or they will not be received in the public schools. Well, I get one of these Gropecy's, and there was not an answer in it to any of the examples. The teacher had it sent back and wanted a book containing the answers. I got two of them for my little boys, and I want every voter in this county to investigate those arithmetics and compare them with Davice', and see which one they can understand best.....

"On page 16 is addition in decimals, and on the same page, tenth example, it says, 'what is the united area of the New England, Middle and Southern States ?'. On

2. Ibide, July 22, 1903

^{1.} The Courant, June 24, 1903

page twenty five, sixty-sixth example, it says, 'How many years after the discovery of America was George Washington born ?'. How, can a child or a pupil work or understand such examples unless they know history and geography? I think if our representatives will investigate these arithmetics they will find more fool puzzles than prectical examples, for they will puzzle

and dumfound almost any lawyer Now is it right for the legislature to force the farmers, or anyone else, to make us have our children to study books that we do not want them to study? Trace this law book, and the chances are that some publishing Company got some smart also to introduce this bill, and he made auch a flowery speech that the belence of them forgot they were ever in the country. Some may say that I am opposed to education. No Siri I believe in our children having all of the education me can possible give them, but what the farmers want, and I bolieve that 9/10 of them will agree with me, is to first teach them what we know will be of benefit to them as long as they live, then the belence of the clucetion, provided we can. If a boy has a tract to farm, and takes an interest in it, then he should take it up for a voestion; and if he has a talent as a mechanic, and will not take on interest in the farm, then let him study whatever he has a talent for, because he will not make a success of saything else. Some men try to make a leaver or prescher out of their sons when they would make a better success on a form or in a blacksmith shop. Our boys show we know are going to follow farming for a livelihood or whom we know will never be competent for a taucher or a prescher or a doctor or a lawyer, then we should have them study and learn first spelling, reading. writing and arithmetic, ont then they will be competent for any kind of business.....

The lewsekers ought to remamber that farmers have to do their own work and comot well do without our boys on the form only during the months of August, December and January, and they will not learn much when they are forced to study a lot of stuff that we know will never be worth anything to them. Now I think if the farmers want their children to learn anything about reading, writing and arithmetic, they will have to change the law or hire private teachers and teach them that we know will be of benefit to them all of the days of their lives, and those that can spare their children to send them to school, con can afford to have them learn it all, and they can have the consoletion and pleasure of saying they educated their children whether they ever make use of it or not. At the equ of a four or five months public school examine a la-year old boy in the following rules: Fractions in all its forms, rule of three, interest and discount, and you will see how feet by has progressed, provided he is not already posted on the above. Also the key to the

sound of the alphabet, which is not taught in the schools now, but cannot pronounce a word correctly only guess work without knowing the key to the pronunciation.

"Gra vella, Alabama

M. Johnson .1

Wr. Johnson was not alone in his plea for the raturn to the old Order. Bight years later, in 1915, Representative Oriffin of Marengo County, introduced a bill in the legislature the object of which was to require the use of the Blue Back Speller in the public schools. Commenting editorially upon the proposed bill, the editor of the Courant stated;

"This sction doubtless will draw a sniff from the modern educator, but there are thousands of old timey folks who wish him (Griffin) well in his undertaking. Those who were grounded in this ancient spelling book know how to spell, as a rule, and many claim that this is not true of those who practice at spelling by the modern method"."

More Politics

In 1904, there were four candidates for the office of county superintendent of education in Conscuh. These were Superintendent S. A. Lowery; former Superintendent S. M. Marper; Board Mamber T. A. Jones, and Professor R. E. L. Key. In the prisery election which occurred in May, former Superintendent Harper led knowmbent Lowery with a vote of S25 to 492. In 1908, Superintendent Harper and former superintendent Lowery were again opposing candidates. Again superintendent Herper was the winning candidate, this time with a margin of 174 votes. It might be mantioned that while

^{1.} The Courant, July 8, 1907 2. Tolde , Jenuary 20,1918

^{3.} Ibid., April 20, 1904

^{4.} Ibid., May 4, 1904 5. Ibid., May 20, 1908

the Populist party as an organization no longer existed in Concoun, there was still considerable animosity between the former manbers of that party and the old line Democrats.

In 1918, there were four candidates for the office of county superintendent of education. These were R. . L. Rey. E. D. Bancill. H. T. Lile and Welter C. Johnson. election in May, 1918, Professor Key led the field with 617 votes over Hr. Moneill, his mearest opponent, who received 598 votes.

School Improvement Associations

One of the most significant developments in Cone cuh County from the beginning of the 20th century to 1920, was the development of the School Improvement Associations. The movement soon sained wide popularity throughout the State. Probably the first organization of the kind in the State of Alabama was organized in Conscub County at the China (district 58) School, in 1906. Mrs. Brain Graighead of Hobile assisted in the organization. The purpose of the Bosisty was two-fold. (1) To encourage school work. (2) To work for a school tax levy.

The officers of the first local chapter in Alabama wors.

Mrs. J. E. Althurington President Mrs. Margaret raughar Vice Free Mant

Mrs. C. M. Mills.....econd Vice President

Miss Fannio blisdecretary

urs. J. J. Joanson..... ires curer.

^{1.} The Courant, May 8, 1912 2. Ibid., May 31, 1905

How effectively the organization sorked may be noted from the following quotation which appeared in the <u>fourant</u> about a year and one half leter:

"Our school here at Chine opened honday morning. To have one of the nestest, most confertable school houses in the County, and our people are justly proud of it. It is nicely furnished inside with deaks, maps, bucket, mater dipper, teacher's chair and table, besides a nice well of cool water in the school ground. We have ordered a nice ten dellar black board which will be in soon. We have printed the school house and will have blinds to the windows soon. A music room has been added to the house, with a piano there convenient for the music class. A few of the most procument sen in the community, assisted by a few of the ladies of the School Improvement Association have sorked hard to raise the money but we have succeeded. The toutess are very fortunate in getting miss synthis lowery, an accomplished young lady, as principal of the finter school."

In the short length of time mentioned, a year and one half, the China School Community, through the madium of its school Improvement Association, had accomplished the transformation of the school house. An editorial in the Hobile Register stated, in part;

" little more than a year ago the school at China consisted of one room, unfurnished, unfinished both inside and outside, and unpainted. It was badly ventilated. The equipment consisted of only a few banches, a few blackboards, and few conveniences. The only playground was in the moods, wild and unkempt. There was no water handy."

In the early part of December 1906, the school at China was formally iedicated. The speakers were Mrs. Craighead from Aobile and Professor J. S. Liner from Evergreen. Mrs. Craighead's remarks were intended to indicate that every other school community in the county could accomplish what the China com unity had sccomplished, provided they expended

^{1.} The Courant, October 10,1906 2.161d. December 12, 1906, quote from Mobile Register

a sufficient amount of energy. Professor Liner spoke concarning "12 Educational 'Don'ta 'T These 'Don'ta' ere quoted because they help to complete the educational picture:

- " 1. Don't think that the world owes you a living or that the State is under any obligation to educate your children.
 - 2. Don't think that feeding and elothing your children constitutes your shole buty to them.
 - 3. Don't say, 'I'll educate my children if I never pay for it'.
 - 4. Don't ever oppose any movement looking toward the improvement of education.
 - 5. Don't oppose the teacher or her mothode.
 - 6. Don't orticize the teacher in the presence of your children.
 - 7. Don't pump your children every night to learn what happened at school every day.
 - 8. Don't seni your children to school at hout the necessary books and other supplies.
 - 9. Don't think your children never do wrong and are too good to be corrected.
- 10. Don't withdraw your children from school because you, or your children, or both, don't like the teacher.
- 11. Don't fail to visit the school to know the teacher personally, and to speak a good word for your school at all times.
- 12. Don't ever, in any may, be a kicker, a crocker, a grumbler, and a disturber in the school".

In a few years, practically every school-minded community in the county boasted its School Improvement Association, the fore-runner of the Parent-Teacher Association of later date in Conecuh.

The County Board and School Uniformity

The Conscub County Board of Education was not inactive. During the latter part of 1906, it edopted the following "Aules and Regulations":

" All county schools shall begin their scholastic terms

^{1.} The courant , December 5, 1906

not later than the first Monday in November, and hereafter the school term in this county will be uniform.

- " The school term shall be fixed each year by the Sounty School Board and shall be continuous from time of opening.
- " District trustees must observe the management of their schools and be ready to report whenever called on by the County Board of Education.
- "Trustees shall have the right to essess each pupil an amount to cover all necessary incidental expenses not to exceed one dollar per term.
- "Trustees shall, on or before September 15 of each year, nominate teachers for their schools and report said nominations to the County Board not later than the lat of Cetober."

Four months later, the County Board initiated a custom that is still in operation in Come cub. (1939) The county schools were ordered closed on the days of March 28,29 and 30th,1907, so that the county teachers might attend the Alabama Education Association meeting in Mobils. Full pay was accorded those teachers who attended.

In 1908, a new Board of Education for Compoun was selected.

Ed. Messre. W. M. Hewton and T. A. Jones retained their places. The two new members were Dr. F. L. Tatum from Brooklyn, and that forthright champion of the Old Order, Micajah Johnson from Owessa.

To sohe re and Institutes

Gradually the elessification rating of the tempers in

^{1.} The Courant, Movember 7, 1906 2. Ibid., august 12, 1908

Consoun had been rising. This was due in large part to the feet that public opinion was demanding better trained tes chers in the school. By 1906, Superinte mient Harper was oble to report to the State Superintendent:

I am pleased to note that during the past two years our white schools have employed more second grade teachers then usual. Schools that here tofore employed only losgrade teachers have expressed the desire end intention to secure higher grade ones the mext scholes to term, even if it should be necessary to pay them a liberal supplement incorder to do so.... I think our teschers, as rule, ere giving more time and money to preparation then ever before. They are becoming more and more professional in their views". 1

In 1905, the County Board of Education had passed a law requiring all county teachers to attend the Teacher's Institutes. A program of one of the Institutes indicates that the emphasis was placed on the improvement of instruction. A typical progree follows:

1. Devotional Exercises

2. "What Constitutes Proper Teaching ?" -- S Balk 3. "The importance of Spelling and How to Teach it"--- Talk

4. Enrollment of Teachers

5. "Rules ve Principles in Teaching Methemotics" -- Talk

5. "Some Difficulties Almays Found by a Teacher in e Rural School -- Talk

7. "The County Board of Education. Its Aims and Purposes"-Talk

8. "Among the Primeries" -- Discussion

9. "Geography and History, when Best Taught and How Begun" - Telk

10. "Some Impediments to a Teacher's Progress and How to Meet Them--Talk

11. "Blimentary Agriculture as Taught in our Public Schools" -- Discussion

12. "Some Things Teachers Can Learn Caly by Experience" -- Talk

133."Personal Habits of the Teacher"-- Coneral Discussion

14. "The Te coher's Self Culture -- How it is Acquired" -- Talk 15. Address by the State Superintendent of Education.

2. The Courant, September 13, 1908

3. Ibid., February 28, 1906.

^{1.} Annual apport, State Superintendent, 1905-6, p.39

Significant Developments

An interesting and eignificant development during the era, 1900-20, was the beginning of town schools, operated for a portion of the school term on funds poid from the town tressury. The first of these came to Conecuh in 1908 when The Evergreen Greener School we e organized with C. M. Dennelly as principal. At the time, no grammer achool building was available, and in consequence the pupils cocupied a former dwelling house, known as The Old Cooper Place, which was located about 200 yards west of the Louisville and Machville Station at Evergreen. The members of the first board of education for this school were: W. A. Floyd, Chairman; E. A. Boaven; H. W. Dunn: T. J. Quice and Charles R. Taliaferro. In 1912, the Evergreen Town Council and the Trustees of the Evergreen Grammer School purchased the Bowles Property, which consisted of a desirable building lote and two residences. A few years later, the Repton school received assistance from the Repton Town Council, During 1918-19, the Castleborry Town Council gave aid to the schools there. These institutions, up to the present date, seem to be the only schools in the county to have regelved funds from the local governing authorities of the towns.

2. Ibid , June 1908

^{1.} The Courant, September 16, 1908

^{3.} Ibid., August 21, 1912 4. Annual Report, State Superintendent, 1919

Several interesting phases of education in Coneouh might be briefly man tioned hem. For example, in 1910 the Southmeat Alobamo Agricultural School at Evergreen housed a summer school for teachers. The fees emounted to 26.00 and the board 212.00 for the term of six weeks. The school was under the direction of President Henry T. Lile of the School and Professor H. B. In 1989, Corn Clubs were organized in the schools imrohree. in the State under the direction of the Extension Division of the Alebama Polytechnic Institute at Auburn. Practically every school in Consouh boseted its Corn Club. The teschers in the County evinced a growing interest in professional reading when in 1914 they organized a County Reading Circle, with J. T. Hills of Repton se the first president. The pur pose of this organization was to build up a circulating library of professional reading metter. The members of the circle egreed to purchase several professional books such year which were to be read by all of the members of the circle, and then done to a central library.

Concern County sequired a new Board of Education in 1912.

It was composed of Superintendent R.E.L. Key, T. A. Jones,

E. J. Eccreary and Er. E. L. Kelly. This new Board passed a
ruling that every teacher in the County had to attend at
least four teachers' institutes during the school year, or his
liscense would be revoked.

In 1915, under the stimulus of the School Improvement Association, the Chira School qualified as a "Superior School", by meeting the requirements established by the state for such

^{1.} The Courant, May 4, 1910 2. Ibid, February 24, 1909

^{3.} Ibid, December 15,1914
4. Ibid, May 8, 1912

institutions. The new school was called The Eurmony Superior School", and it was the second of its kind to be established in Alabama. Grammar and high achool subjects were tought. The school was to be free to all pupils who resided in District 58. but all other were required to pay a tuition fee of \$4.00 per semester. Miss Annie L. Morris was the tonober.

In 1916, the first all day field day ever held by the county school system in Consoun was held at Evergreen.

The first severe set-back that the schools experienced during the ere, 1900-20 occurred in 1911 when the citizens in Concount voted on the renewel of the one-mill tex. The vote was decisive: 193 for the tex and 248 against the lawy. By this setion, the county lost approximately \$4,500, thereby reducing the school term about one month. The citizens must have seen their mistake, however, as the next year the tax was pecced by the over-shelming vote of 578 to 86.

The Legislature of Alabams, by an Act pessed August 7. 1907, provided for the establishment of county high schools in the State of Alabame. Because the Southwest Alabama Agricultural School was located in the county, Conecuh was among the last of the counties to have a county high school place; within its borders 4 Not until 1918 was Consoun able to gain the approval of the High school Commission of the State for the location of a county high within its borders.

^{1.} The Courant, June 16, 1915 2. Ibid., Merch 1, 1916

Esy 31, 1911

^{3.} Ibid. 4. Alabema sots, 1907, p. 728; also, cods of Alabema, ticel, 1907, p. 786

The citizens of Gestleberry and those of Repton took immediate steps to have the school located in their respective towns. Gestleberry supporters offered \$10,000 and six scress of ground while the citizens at Repton offered \$1,000. The contest was unequal and Repton withdraw. The State High School Commission, which consisted of Governor E. O'Neel, Superindent of Education willingham and State Auditor C. B. Smith, then located the school at Gestleberry.

In the mountime, 1918, the Town of Costleborry had been incorporated, and the following citizens composed the first school board: Dr. L. W. Kirkland, H. Downing, Jr., P. M. Skinner, E. Allon Page and J. P. Matthews.

By August 1914, the Conceuh County High school building had been completed, at a cost of over \$10,000. The building committee had consisted of Dr. R. T. Holland, Elishs Downing, and P. M. Skinner. The Costleberry Ledies School Improvement Association reised over \$500. The Conceuh County Commissioners Court donated \$200 to be used to install manual training and home economics equipment.

This first principal of the Conscuh County High School
was kies Sera E. Luther, the first lady to serve in alabama
as a principal of a county high school. She was assisted by
Professor G. E. Williams and Miss Lucila Cobb. At a formal
school program, during the early part of September 1914, the
school was dedicated. Speakers from the University of Alabama,
Alabama Folytochnic Institute and the State Department were present.

^{1.} The Courant, September 18, 1912

^{2.} Ibid., August 28, 1912 3. Ibid., August 12, 1914

This school initiated the distinctly county high school system into the county, a system which has expended considerable since that date. The later high schools will be considered in the mext chapter.

place during the ere, 1900-1920. The year 1915 was cutstanding from the standpoint of educational legislation within
the state. William s. Forgin entered the office of state
Superintendent of succession in December 1914. His administration is perhaps one of the most outstanding in the history
of State education in Alabama. During his administration
gene:

1. The local tax amendment, which had been the subject of so much discussion since the administration of Dr. Abargrombia.

S. The Compulsory Attendance Law.

3. The Lew which placed all schools under a unified county control. State schools were excepted.

4. The law which provided for the election of county superintendents by the county board of education rather than by the popular vote of the electorate.

Each of these laws will be discussed in the light of county developments.

By an Act of the Legislature, approved August 16,1915, the schools of the county were placed under the absolute control of the County Board of Aducation. The Board was to consist of five members who were to hold office for terms of six years, provided that elections were hald every two years in such manner that three of the members should always remain old members.

^{1.} Omens, op. cit., p. 522 2. Alabemo Acts, 1915, pp. 281-84

This Board of Education was empowered to select the county superintendent of education and all other help meeded in carrying out the educational duties of the county. The Board was made the all-powerful body of educational control, subject only to Statessupervision in general matters. By en Act approved February 1, 1915, women were made aligible to serve as members of the Board of Education in Alabama. Several attempts were made in Consecut to place women on the Board of Education, but none of them were successful.

A compulsory attendance law was enacted by the Alabama Legislature September 15, 1915. Every child between the ages of eight and fifteen years inclusive was compelled, under this law, to attend school for at least 80 days in each school year or until he had completed the seventh grade. This law did not operate auccessfully in Consoun for at least ten years after it was possed.

merch 17, 1915 was destined to become a "red letter" day in the history of education in Alabems. On that day the Legislature voted to submit to the people an amendment to the Constitution to ellow the counties and districts in the State the right to levy taxes not to exceed three mills for school purposes. Under a provision of this Act, no district might levy a tax until the spatire county was levying the county tax.

Six months later, on act was passed which provided the machinery for each county to set up the local school taxation by county you as soon as the amendment had been adopted.

^{1.}Alabama acts, 1915, p. 51

^{2.}lbid., pp.325-39 3.lbid., pp.107-110 4.lbid., pp.360-63

All of these Acts eroused considerable discussion. In Consoul, that Act which provided that the superintendent of education be selected by the County Board brought forth the greatest criticism. The people resented this ettempt to take every from them what they considered an "inalienable right".

Just after the Act was passed, the Editor of the Courant, writing in seresatic vein, stated;

ounty superintendent of education, how happens it that they are trusted with the selection of the Board that must select the Superintendent?

The Editor then proceeded to leunch an attack upon the members of the Legislature who had passed the law, after which he quoted an ironic statement from the Andalusia Star:

".. The Legislature itself is the best argument that 'the people can't be trusted' when they select a body like this one to make laws for them!"

Hore is mother broadside from the Courant, in an editorial headed "The Hext Year's Compaigns":

"... The people will elect members of the school board and the school board will elect the superintendent of education. The law-makers at Mantgomery recently made this change, it is acid, for the reason that the board can eclect a more capable and officient superintendent then the people are capable of doing. So the fight will be for members of the school board, and, vary naturally, every person who will wont to become superintendent of education will have his own ticket for school board members, and so if them are three men who went to be superintendent of education, there will be fifteen candidates for the school board. Hence, instead of taking educational affairs out of politics, the law-makers have driven them deeper into the mire".

This ergument seems to have been justified in the election

^{1.} The courant, September 8, 1915 2. Ibid., September 1, 1918

which took place the following year. By March 1016, ten condidates for membership to the Board of Stucetion of Consent County had been announced;

1. Dr. W. A. Blair Herbert

2. Dr. R. T. Holland Gastleberry

4. Dr. B. L. Kelly Repton

5. E. J. McCreery.......Evergrown 6. Dr. H. A. Heggerd.....Brooklyn

7. S. B. Sandaro......Brooklyn

8. J. R. Wiggins Rt. A. Evergreen

9. Q. M. Harper Berbert

10. Luke J. Mixon Evergreen.

It was generally understood that Mesers. Jones, McCreery, Haggard, Wiggins and Mixon favored one condidate, incumbent Moy.

The May 1916 election found Blair leading with 983 votes, and the following named men in order of votes received:

Relly, 739; Holland, 689; Harper, 680; and Sanders, 659.

Superintendent Key was replaced as Superintendent of Education of Concoun in 1918 by the Board's selection, Professor W. R. Bennett.

The proposed tax emendment was next in order of local interest. By August 1915, a well directed compaign was under way in the County to emourage the people to vote for the amendment. Miss Sare S. Luthor, of Costleborry, seems to have directed the campaign. Under her guidence, meetings were held at Evergreen, Sapton, Effic, Skinnerton, Centerville,

^{1.} The Courant, Merch 8, 1916

^{2.} Ibid., May 17, 1916 3. annuel Report, State superintendent, 1918, p.141

Belleville, Ivey, Annex, Tisdale, Omessa, Cohassett, Bount Union and Herbert school hhouses during August 1918. An aditorial in the Courant urged the voters in the County to support the summant because no district might lavy its three wills unless the county was doing likewise. Two months later, and one month before the scheduled election, the same paper carried enother aditorial which pleaded with the people to support the smeadment on the grounds that the money stayed in the county for county schools.

The election which took place in November 1916 indicated that the continent in the County was almost two to one in favor of the amendment. The official count of the bellots was reported as being 674 votes for the tex and 364 against the measure.

By May 1919 the County had levied the three mill county tax and the verious districts were preparing to vote on the imme as to whether or not to levy district texas. An editorial in the Courant stated, in part;

".. The demand for better teachers and better echools occas from all parts of the country, and particularly here in Alabama, where the best teachers are going into other business and seeking avocations that will pay them a respectable compensation, and chable them to live and save something for the future." 5

Five school districts bed voted on the three mill district tex

5. Tolde, May 21, 1919

^{1.} The Courant, August 4, 1915 2. Ibid., August 3, 1916 5. Ibid., October 4, 1916 4. Ibid., November 15, 1916

by the letter pert of Jum 1919. Three of the districts, these of Effie, Helly Grove and Kount Zian , took advantage of the opportunity presented by the election to vote also on the question of whether or not they were to consolidate their respective districts. The vote was very definitely in fover of consolidation and the tax. Here follows the official tobulation of votem:

District	Por		Asd not	
Brooklyn Costleberry	18		11 E	•
Consolida ted New Hone Antioch	21	No No	opposition opposition	1

In September six more districts voted:

District	For	Aminet
23	47	7
20	21	6
62	28	2
53	27	4
61	21	8 2
34	7	7

The first consolidated school district in the County was that composed of the Effic, Holly Grove and Sount Zion communities. All located in the north central portion of the County, these districts agreed to come to gether in order to support a junior high school, the first school of its type in Consent County. In July 1919, an educational gethering was held at Mount Zion for the purpose of hearing discussion concerning the proposed commolidation. It was an " all day

^{1.} The Courant, July 2, 1919 2. Ibid., September 24, 1919

meeting with dimer on the grounds". The published report of the meeting stated in part:

".. Possibly one of the most important gatherings ever held in Conecuh County was held at the Mount Zion Community. This was a real community gathering, and all for one purpose and that purpose, butter achools. The people in the district have recently voted a a pecial tex for the purpose of constructing a junior high school. Professor J. S. Lambert spake for thre quarters of an hour and discussed the value of education for life and correct living. He showed in his a peach the necessity for having more schools of this type.....

" The County Bord pleas to spend \$7,000 in building and equipping this school".

Like most other educational enterprises, however, this newly projected plan had to well several years for its consumation. It did indicate that the people in the county were commanding to learn some of the values of cooperation and commolidation. These will be discussed at length in the next chapter.

movement in Consort is that it took place in a district immediately adjoining the Chine district which had made such outstanding progress in adventional advancement. The first school improvement association in Consouth and the first superior School in Consouth had both originated at Chine. It is therefore possible that the new consolidated district came in part of a desire on the part of the citizens to have as excellent school spirit as did their meighbors in China dustrict. Often community rivalry contributed to educational effort on the parts of neighboring communities.

^{1.} The Courant, July 23, 1919

osierfield

GWS & BA

Range

Rept on

Shre ve

Spence

Stinson

Tradala

Union

Hee vor

Wiggins

West Side

Robinson

Skinner ton

Furmil

It might be interesting here to note the names of the white schools in Conscub County in 1919. This list is prestically complete:

Kondrick affia Annax Kindig anticch Evergreen Bassett Fint Rock Kirkland Garvin Lenox Bessley Belleville Georgia Ville Long's Lores Be muda Green Street Gunter Bathal McCreary Malross Booker Hausmanda Mixon Brooklyn Hompdon Hidge Moorer Brown Herber & Mount Union Fromville Holly Grove Burnt Corn Horton Bount Zion Now Lione Con tlobarry Ivey Janes' Mill . Nes Providence Walcome Coder Creek center ville Joinstonville. old Town Cobssett .

The number of schools will indicate how thoroughly the redis tricking board functioned when it endeavored to locate s school within 12 miles of the home of every pupil. From that standpoint, at least, most of the communities were satisfied, become they had community schools almost at their own front doors. Never ideas and the oternal restlessness of the loaders of humanity caused the old Order to be changed, and soon the older petterns were outmoded. The next chapter contains the story of another transition.

In the meentime, continued agitation was taking place over the pitifully small salaries of the teachers. Increased texation was ursed by educational leaders. Many teachers were forced to leave the profession. A shortuge of tempers existed in Alabama.

^{1.} The Courent, October 22, 1919 2. Ibld. , October 8, 1919

TABLE 9

A TABULATION OF STATISTICAL DATA FOR CONSCUH COUNTY PUBLIC SCHOOLS SHOWING SCHOOLS, TRACHERS, ENROLLMENT, APPORTIONMENT, ATTENDANCE, LENGTH OF TERM, AND AVERAGE MONTHLY PAY OF TEACHERS 1900 - 1920

	Sebo	ols	Pu	pilm	Whi	Tonol	ers Colo	mad		Longth
ear	₩.	C.	White	Colored	14.	7.	N.	P.	٧.	C.
900-1	60	33 º	3,554	2,778 1,850	25	42	23	10	76	72
001-8	51,	34	3,656	8,777	16	40 .	. 25	9	82	60
902-3	55	32	3,656	8,797 1,478	19	42	21	11	84	8.8
903-4	55	24	5,712 5,000	3,026	14	48	20	4	85	. 80
904-5	58	20	3,744 8,310	2,985	9	49	16	. 4	85	80
905-6	61	20	3,505	2,760 1,207	7	57	18	4	81	91
906-7	61	22	5,505 2,485	2,760 1,546	8	60	1.7	7	115	85
907-8	65	24	3,566	8,110 1,675	9	60	16	8	110	85
908-9	65	32	3,560	3,110	13	66	19	15	125	90
909-10	65	34	3,570	5,335 2,171	20	55	22	. 18	121	65
910-11	64	34	2,798	2,129	15	63	18	21	118	87
911-12	65	37	3,762	3,650 8,125	21	57	15	23	93	83
912-13	67	59	2,597	8,075	21	68	16	26	90	78
013-14	69	35	3,954	3,994	14	73	11	27	118	88
914-15	69	35	2,793	8,171	14	73	11	27	110	88
915-16	71	39	4,020	4,087	14	80	18	27	109	92
916-17	70	41	3,308	2,872	19	79	17	29	102	89
917-18	63	33	3,671	2,835	18	80	9	32	131	87
918-19	64	56	3,695	2,705	10	89	11	28	133	121
919-20	60	31	5,489	2,466	14	106	16	24	141	94
920-21	75	38	4,724	3,966	21	110	25	15		

^{*} Not Available

Atte	ndance G.	Apportions	C.	Average Teacher	Monthly s Salary 0.	Private Sc.	c.
		\$9,945.8	7	\$27-	\$21-	•	•
		\$12,752.0)&	427-	₩20-	ll schools	•
1,489	888	\$12,764.9	14	\$33≈	\$19-	•	*
1,375	960	\$10,076.4	12	\$32-	\$20-	•	•
1,566	800	\$12,574.4	12	\$32-	\$23-	5 schools \$200	•
,464	760	\$12,574.2	28	\$33-	\$24-	5 schools	\$1000
	*	\$12,521.4	19	\$36-	\$16-	5 schools	1 school
.575	864	\$10,771.6	12	\$43-	\$21-	3 schools	\$1000
350	1,175	\$23,518.1	2	848-	\$22	l school \$35	2 sobcols
1,495	1,122	\$26,481.6	12	\$43-	\$83-	•	•
480	1,213	\$29,781. \$24,073.		\$89-	\$53-	:	• • • • • • • • • • • • • • • • • • •
554	1,199	\$23,259.		•	•	•	•
614 8,035	1,434	\$31,801	•	\$51 /	\$35-		*
,999 ,543 ,901 ,184	1,783 1,888 1,806 2,359	\$36,230 \$57,257 \$67,009 \$174,141 \$133,125	\$6,418 \$6,875	\$43- \$58 / \$73-	\$31- \$45 \$36-		

Apropos of teachers' salaries the Editor of the Courant etoted;

ranks of hephszerd employment, and stop, to a large extent, its unfailing success on a marriage burneu.

The do not blame any teacher of this day for quitting just as son as possible, either for matrimony or bushness. If the people of the State have no more interest in their schools than to allow such poor seleries to be paid, they deserve the punishment which will inevitably entail upon their children.

Then came the personal touch :

Are you willing that the teachers to when you send your children be paid less money for the training of the dearest thing you own in all the world than you pay common laborers for digging ditches or having logs ?" &

The there the following edvertisement was indicative of need for a bit of extre spending money or whether it indicated the strain and stress of the profession, are matters for conjecture. Whatever may have been the course, this edvertisement appeared in the courant:

"School Teacher Needed Brains

"I never had such a Cod-send come to me so then I took the first dose of Mayr's Wonderful Remody. I was afraid I would have to give up my school because of nevere stomach, liver and bowel trouble which caused such a pressure of gas that I could not use my brains at times and my heart would pelpitate safully. Since taking a treatment of Mayr's Wonderful Remedy a year ago, all of this has disappeared".

^{1.} The courant, October 8, 1919

^{2.} Ibid., December 24, 1919 5. Ibid., July 2, 1919

CHAPTER V

THE ERA OF CONSOLIDATION

The school year which ended Spetember 30, 1920 was one of significance for Alabama. Progress was marked along all lines. A new school code had been adopted to become effective at the beginning of the school year. State Superintendent of Education, John W. Abercrombie, in his annual report for the year stated:

"The most recent movements in education relate to the reorganization of state and county administration and supervision, the revision of courses of study, the improvement of teacher training, the promotion of vocational training and rehabilitation, the consolidation of schools and transportation of pupils, the finding of new sources of revenue, etc. The new code places Alabama in the front rank in regard to many of the accepted new movements. In fact, excepting the inadequacy of financial support, our school system is now conceded by students of education to be abreast of the best educational thought and practice."

In 1918, State Superintendent Sprite Dowell had stated,

"... the war has tremendously increased the importance of the
school and its claim upon popular favor." People in the
United States were imbued with a self-righteous crusading spirit
in the name of Democracy. Superintendent Dowell boasted,

"... the public school is the agency, par excellence, for training
democrats." In a letter to Secretary of the Interior, F.K.Lane,

President Woodrow Wilson had written:

^{1.} Annual Report, Superintendent of Education... 1920, p.7 2. Annual Report, Superintendent of Education... 1918, p.8 3. Ibid

"I am pleased to know that despite the unusual burden placed upon our people by the war they have maintained their schools and other agencies of education so nearly at normal efficiency ... So long as the war continues there will be constant need of very large numbers of men and women of the highest and most thorough training for war service of many kinds. After the war there will be urgent need not only for trained leadership in all lines of industrial, commercial, social and civic life, but for a very high average of intelligence and preparation on the part of all the people."

He had spoken prophetically. By 1920, State Superintendent Abercrombie was saying, "The year was one of confusion and depression growing out of reaction from the hysteria of war."

Despite this condition the schools continued to make progress in the work. Illiteracy was definitely on the decrease in Conecuh, becaue in 1918, there had been 1,295 illiterates whereas in 1920 there were 1.430. These figures include both negroes and whites. There were 118 white and colored teachers in the county. The average salary paid to white male teachers in rural schools was \$650, to white female teachers in rural schools, \$450. The average salary for colored male teachers was \$206, and for females, \$167. In Conecuh, white male teachers in rural schools averaged \$724. and white female teachers \$395. Colored male teachers received an average salary of \$180, while colored females averaged \$188. In everything, except teachers' pay, Concoun had been making progress. The "crying need is for more money" ax Superintendent Bennett had reported to the Coneout Board of Education in 1919.

Perhaps no phase of education during the era under consideration is of greater importance than that which centered

^{1.}Annual Report, Superintendent of Education...1918,p.15

^{2.} Annual Report, Superintendent of Education ... 1920, p.7

^{3.} The Courant, Sept. 22, 1920

around consolidation and better school buildings. In order that these movements within the county may be more fully interpreted, it will be well to observe some of the contributive factors involved.

It will be recalled that the legislative acts of 1915 which dealt with the reorganization of the County Board of Education, had taken the election of the County Superintendent of Education out of the hands of the voters, and placed it in the hands of the county board. This action was not well received by the people of the county. By 1919, advertisements were appearing the The Evergreen Courant to the effect that an act would be introduced in the next session of the legislature the object of which would be to place the superintendency back on an elective basis. The matter became a political issue.

The county elections in 1922 brought the subject to a head. In February, 1922, Superintendent W.R.Bennett of Conecuh announced his candidacy for the State Senate, to represent the 17th Senatorial District composed of Butler, Covington and Conecuh Counties. The next month, Attorney R.H.Jones, also of Conecuh, announced his candidacy for the same office. Kr. G.W.Salter, editor of the Evergreen Courant became a candidate to succeed himself from Conecuh. He was opposed by Mr. S.B. Sanders of Brooklyn, who ran on a "Let the people elect the county superintendent" platform. The third candiate for the House was Mr. Byron Tisdale. The election tool place in August,

^{1.} The Courant, Feb. 8, 1922

^{2.} Ibid, March 15, 1922

1922. The results were: 1

For the Senate:
Bennett 654
Jones1510

For the House:
Sanders1267
Salter 850
Tisdale 560

There was some bitterness. Mr. Sanders introduced a bill in the House providing that the superintendent of education in Conecuh be elected by popular vote. This bill, known as House Bill 410, was approved August 21, 1925. It passed the House by a vote of 65 - 0. The Senate fight for the bill, led by Senator Jones, met with some opposition, but this was quickly defeated. The final vote in the Senate was 26-2 in favor of passage. In the meantime, at a meeting of the Conecuh County Board of Education in May, 1925, Prof. M.A.Hanks had been selected by the Board to serve as County Superintendent of Education. Mr. Bennett was not a candidate to succeed himself, as he has expressed the desire to accept another position.

Two months after the new Superintendent of Education was selected by the Board, another election concerning the renewal of the one-mill tax was due. The new Superintendent, Mr. Hanks, had just entered upon the duties of his office, and had not had sufficient time to plan the campaign. The following editorial statement was printed in the Evergreen Courant, "Not-with-standing the increasing taxes, the school terms are becoming shorter, and the teachers are being poorer paid." The editor

^{1.} The Courant, Kug. 23, 1922

^{2.}Alabama Local Acts, 1923, pp.79-80

^{3.} The House Journal, 1923. The Senate Journal, 1923.

then went ahead to encourage the people to vote for the tax, expressing the above not as the paper's views, but as the opinion of a number of people in the county.

ceneral apathy prevailed during the campaign and the renewal of the one-mill tax was finally defeated at the polls by a vote of 422 to 165. The unfavorable returns were a severe shock to the school-minded people of the county. The week following the election The Courant expressed its regret over the results and mentioned the fact that the schools in the county would lose over \$6,000 per year. It went further and stated that the election was "Not necessarily indicative of reversal of sentiment of the people, because they have several times voted for the three mill tax." Then follows this statement by the editor:

"... But what is the cause of this reversal of sentiment? There is an underlying cause. In this paper's opinion the County Board of Education cannot escape responsibility for it. Had the County Board taken the people into its confidence and pursued a policy of publicity instead of secrecy in the handling of school affairs the result of the election would, in our judgment, have been different. But the Board. unfortunately, ever since it was created has not appeared to grasp the idea of publishing regularly. as the law directed, statements of receipts and expenditures of school monies, and the people, therefore, cannot understand how it is that while the county is getting vastly more money than ever before, the school terms have been shortened instead of lengthened and that teacher's salaries have been reduced instead of being increased. No one would presume to charge the honorable gentlemen composing the board with misuse of funds. Far from that. But the people have been kept in the dark. They cannot understand why with every increase in school funds, terms are made shorter. This is in a few words, an explanation of the verdict of the people in the last election ... 3

^{1.} The Courant, Aug. 8, 1923

^{2.} Told, Aug. 16, 1925 3. Told, Aug. 82, 1923

It is significant that the same issue of the paper which carried this editorial also carried the following notice:

"Special Meeting of Persons Interested in School Matters

"There will be a meeting in the Court House at Evergreen at 10 colock A.M.August 29, for the district trustees and all citizens interested in Education in Concoun County. Since coming into office it has taken me some time to familiarize myself with the work, and to make plans and policies to be followed. At this meeting, I wish to make it clear to every citizen and tax payer of the county my plans for administration of this office, and at the same time give facts for the financing of the schools this year.

"There has been so much detrimental propaganda spread throughout the county, and so many misleading statements made by certain politicians, who are not interested in education or in anything else that means betterment of present conditions, that I think it necessary to call all those who are interested in education together in a general mass meeting and give them the correct information. It shall not be my purpose to keep anything from the public, but rather to give all of the information needed to help our citizens to form correct ideas and lift curselves over the present crisis. There is no doubt in my mind that once the people know the exact condition from an educational standpoint, there will be no further difficulty.

"In this meeting, I shall take up the financial condition and be able to show every man our exact status, and
give all a clear statement with reference to expenditures,
of both the general fund and the local three mill tax.

It is very necessary for the trustees to be present that
they may post themselves for the future handling of the
local tax. We do not want the people kept uninformed,
but rather wish them to know exactly how the school funds
will be expended, and to give them clear information as
to methods of handling it in the future..."

The Courant commented editorially in the next issue;

"The Courant has been accused by some persons of playing politics in laying the blame for the defeat of the one-mill school tax at the door of the County Board of

^{1.} The Courant, Aug. 22, 1925

Education ... We enter a solemn disclaimer. When this paper plays politics, it will not be in educational matters. The Courant does not want educational affairs contaminated in any manner with politics, and no one has a right to accuse this paper with improper motives in the matter... It is the contention of the Courant that the people are entitled to know all about their school affairs, since they pay the taxes to keep the schools going, and they are not expecting or demanding too much of the County Board when they seek full publicity. The law makes ample provision for this, and while there is no penalty attached for failure to give it, the presumption is that The Board should obey the full mandate of the law ... From this day on, The Board should take the people into their confidence fully and freely, and when this is done, The Courant has no fear as to the results of an election on the levy of a local school tax in this county."

At the mass meeting held at Evergreen, August 29, 1925, Superintendent Hanks explained in detail the operation of the county school system. He discussed at length the issues of the recent campaign saying, in part:

PIN answer to some of the statements made by the people who are not definitely informed. I wish to make the following statements: You have heard that there are enough funds in the county treasurt to pay an average salary of eighty dollars per month, and have a term of seven months. This is most emphatically incorrect. You have also heard that the County Board of Education has not a record of all disbursements. This is also incorrect. The County Board has a record of all disbursements and wishes every man to feel free to come and examine their records and ask for any information which they may desire. We take the position that we are servants of the public, and while serving the public, we wish every citizen to use us as such ... It is the duty of every citizen to vote his convictions without the influence of any outside force...

"The average salary of the teachers in this county is about \$70 per month. We have some who receive only \$55 per month and the highest paid gets \$125. They teach from four to seven months and have to live for the rest of the year on what they make... 80% of the teachers of this county have been attending school this year..."

^{1.} The Courant, August 29, 1923 2. Ibid, Sept. 5, 1923

TABLE NO. 1D SHOWING PRINCIPAL ITEMS IN THE CONECUM COUNTY SCHOOL BUDGET FOR THE SCHOOL YEAR 1923-24

	\$6,000
Set aside for interest	5,000
Appropriation for Negro education	6,170
Appropriation for Evergreen	1,000
Appropriation for Voc. Education	1,000
Superintendent's salary	1,800
Stenographer's salary	900 132
County Demonstration Agent	720
Total 9	27,322
State appropriation	837,892.75
County three-mill-tax	18,863.66
Poll Tax	1,485.50 5,000.00
	61,244,91

Balance

Commenting on the results of the one-mill tax election of several weeks before, Superintendent Hanks said:

"In losing the recent one-mill election, we lost between six and seven thousand dollars per year, and in addition lost the revolving fund which last year amounted to four thousand, three hundred dollars. This means a total loss to the county of about \$11,000 which means that the school term will be shortened one and one-half months."

Several days later, on the 7th of September, 1925, Representative Sanders introduced House Bill 986, the object of which was "To require the County Board of Education of Concount County, Alabama, to publish the minutes of its proceedings at each regular, special and adjourned meeting, etc." On the 20th of the same month, the vote was taken in the House and

^{1.} The Courant, Sept. 5, 1925 2. The House Journal, 1925, Vol. 2, p.1912

and the bill passed 60-0. The senate then received the bill and sent it to committee where it later died. Its sponsors believed it would not now be necessary.

The threatened short school term created what almost amounted to consternation. People took a renewed interest in schools. Some of the teachers sponsored movements to encourage the patrons to supplement the funds and make it possible for the schools to continue. This interesting letter was published:

"Editor the Courant:

"I appeal to the citizens of Conecuh County asking you, do you not think it a broad mistake, voting out the one-mill school tax, believing you favored the school tax, if you would have had an explanation of disbursements of funds before election. I favor at least six mothe school term if it takes a special school tax. We get pay for educating in citizenship. The young man or lady who is qualified and worthy of trust is the State's best asset. I could not parse "Peter's Cap" in grammar, but shortening the school term clearly indicates we are obbing for the lost corner. Let us organize a club in each school district to stamp out illiteracy by furnishing the widows and orphan children in school books and enforce the compulsory school law. We envite the citizens of Conecuh County to cooperate for better schools .. special invitation to men with big beards and high foreheads, who have a willingness to put their shoulder to the wheel and let the turn be for good schools. Castleberry, Alabama. V.Poole"

During the early part of August, 1924, the first indications of a change in public opinion, due to Superintendent Hankts policy, was evidenced. Districts 38, 48, and 54 Voted favorably on the three-mill district tax. The vote was:

District	For	Against
58	Unanimous	0
48	29	5
54	11	4

^{1.} The House Journal, 1923, Vol. 2. p.2537

^{2.} The Senate Journal, 1923, Vol 2.p.2012 3. The Courant, Oct. 17,1923

^{4.} Ibid, Nov. 21, 1925 5. Ibid, July 9, 1924

mill tax. For several weeks prior to the election, a planned campaign had gone forward. For example, in the issue of July 50, 1924, The Courant had four editorials on the subject of education. The people were urged to vote for the tax. They were assured that only 55% of the money received from the tax would be paid by local residents. The remainder would be paid by "the rich corporations." One of the editorials appealed to the voters on the ground that all of the neighboring counties were enjoying the tax, and concluded with the invitation, "Come on, Boyst"

The results of the first election were reversed, the vote being 575 for the tax and 298 against it.

It might be interesting to note the course of consolidation during the ensuing five years in those districts which voted for the one-mill tax and in those districts which voted against it.

Consount County were dissatisfied over the fact that while taxes were getting higher school terms were getting shorter, and the teachers were being paid less than before. To the individual who did not stop to consider the rapid increase in school population, the need for more and larger buildings, the increased number of teachers, and the multiplying functions of the schools, some of the criticisms of the press might have been misleading. There follows a quotation from the montgomery Journal and a reply from the Brundige News, both 1. The Courant, August 27,1924

were copied by The Courantil

"How About IT?

"That, ten years ago, when "Bill" Feagin was Superintendent of Education, four men took care of the details of that Department and now it requires all of the time of twenty-four, which goes to show that Alabama is "Some Pumpkin" along educational lines these days That, the entire staff of the educational department has been kept quite busy and on the go since the commencement season opened"- Montgomery Journal

"A friend asked us, "How About IT?" Have the efficiency and benefits of the schools increased in a ratio of 24 to 4? At an average salary of \$100 per month, each four men would draw \$4,800 from the treasury to say nothing of perquisites, twenty would draw on the basis of \$24,000. Do the benefits and efficiency of the system demand such an enormous expenditure for help? Do they create a necessity for it? Let the tax payer answer the question." Arundige Haws

Three months later come this report: "The total receipts for the State of Alabama to the end of the year were \$13,450,788.63. During the same time, Alabama appropriated for education \$5,472,497.01. Over forty percent of the total revenue was spent on schools which demonstrates that Alabama is doing the best she can for her schools and colleges, with present financial resources."

The effort, however, did not measure up to the insistent demands of teachers and other interested persons for additional school funds. Better trained teachers were demanded by the people, while at the same time the low salaries failed to attract many capable persons to the profession. The teachers themselves assumed the leadership in the fight for more funds. At a meeting in February, 1922, the Conecuh County teachers suggested placing the following recommendations before the

Alabama Education Association:

I.The Courant, May 31, 1922

^{2.} Ibid, Aug. 30, 1922

1. That effective legislation for the solution of school problems be fostered by the Association.

B. That better salaries be provided for teachers.

5. That more schools be consolidated.

4. That an appeal for national aid be made.

5. That increased revenues be provided.

6. That better trained teachers be demanded.
7. That a change be made in elementary school texts.

8. That physical examinations for every school child be provided by the establishment of a health department.

9. That athletics be made cleaner.

10. That the Alabama Education Association provide for the services of a full-time paid secretary.

11. That text books be more efficiently handled by the State. 12. That books necessary for teachers be reduced in price. 1

This list indicates the trend of educational thought. Here, for the first time, we find mantion of athletics and a Health Department in a teacher's meeting in Conecuh. These were significant developments, growing in part out of the experience in the recent war, when the fact, was discovered that many young Americans were physically unfit.

In the meantime, the School Improvement Associations in several communities in the county had been accomplishing a great deal. In January, 1920, a mass meeting had been called by the citizens of Castleberry for the purpose of considering the possibility of building a new grammar school. At this meeting the citizens decided to attempt to raise \$15,000 for the purpose and appointed a committee to that end. The committee was composed of J.W.Thurmond, P.M.Skinner, E.A.White, and J.P.Bagget. They were to consider ways and means.

Approximately one month later, February, 1920, an article appeared in The Courant⁵ praising the work being done at

^{1.} The Courant, Feb. 15, 1922

^{2.} Ibid, Jan. 7,1920 3. Ibid, Feb.11, 1920

Junior High, the new school which had been built through the united efforts of the people in the Mt.Zion, Effic and Holly Grove communities. This school provided junior high school work for children of these communities, and also for the pupils from the Beasley and Stinson schools. \$10,000 was to be invested here. At Flat Rock, a three room building, constructed at a cost of about \$4,000 was provided for junior high school work. Belleville also received a junior high school, as did Lenox. Both of these latter schools boasted departments of vocational agriculture.

The citizens of Evergreen held a mass meeting in February, 1920, to consider the erection of an elementary school building. They determined upon a one-story, brick vancer structure to contain seven class rooms, one manual training room, an auditorium, an office and a library. Commenting editorially in an article headed "Impetus in School Building in Conecuh," The Courant observed:

"... Evergreen is particularly fortunate in securing the site for the building, that is as nearly ideal as would be possible to secure anywhere in the entire town. It is centra centrally located, a beautiful spot of ground everlooking a large portion of the town, and near enough to the railroad to attract the attention of passers by on passenger trains. The building, we believe, will be so modern in all its appointments, and ornate in its appearance that even chronic grumblers will find nothing to grumble about when it is finished.

"The Courant also rejoices with and congratulates the people of the other communities at the early construction of school buildings adequate to their several needs. But The Courant is optimistic enough to believe that this only marks the beginning of an era of school building of a modern type in our county. With the coming of a system of good roads, unprecedented activity in the construction of

^{1.} The Courant, July 4, 1923 2. Ibid. Feb. 11, 1920

school buildings will surely follow. The Courant is delighted with the encouraging signs of better times in town and rural communities."1

On October 8, 1920, the dirt was broken for the new building at Evergreen. Three years later, a School Improvement Association was formed there in order to expedite the building. All stores and other places of business closed for the first meeting, which took place in August. 1923. The first officers of the organization were, E.E. Hewton, President; R.C. Bozeman, Vice-President; Mrs. W.H. Wild, Secretary-Treasurer. 3 In January, 1924. the school was opened for the first time in the new building. Prof. R.G.Bozeman was the principal.

In the meantime, a new building had been built at Bermuda. What was probably the first Parent-Teacher Association, by that name, in Concoun County was organized to equip this Rermuda school. Two years later the following statement appeared in an article issued by the National Parent-Teacher Association: 6

> "No improvement in school conditions is possible until a strong public opinion approves and demands it?

A strong public opinion at Castleberry demanded that something be done to relieve the crowded condition in the school at that place. The \$15,000 school building project at that place had been abandoned for the time being, and in 1921, the citizens determined to add two new rooms to the

old building. The Toun Council contributed \$1,000 and a 4. Ibid, Jan. 2, 1924 1. The Courant, Feb. 11, 1920 5. Ibid, March, 23, 1921 2. Told, 00t.3,1920 6. Ibid, April, 12, 1922

^{3.} Ibid, Aug. 20, 1923

finance committee, which consisted of Mrs. S.M.Castleberry, J.W.Thurmond and P.M.Skinner, was appointed to raise another \$1,000. With this meney the two rooms were to be added, and a dormitory was to be built at Conecuh County High School, at Castleberry. The School Improvement Association at Castleberry began to function with renewed zeal.

In addition to the School Improvement and Parent-Teacher Associations in Consoul County, other fraternal organizations came to the aid of schools. The one of these which burned with the hottest flame and seemed eventually to have burned itself out, was the Ku Klux Klan.

The Klan was supposed to represent a revival of the organization which had functioned so effectively during the days of Reconstruction. It would be impractical to attempt to discuss its motives and organization here, except in its relation to schools and the training for citizenship in Conecuh.

One of the chief pleas which the Klan seemed to make
was on the ground that it stood for 100% Americanism. Its
members pled for better churches, better schools, and better
citizens. It was understood in some quarters that the
initiation fee to the organization was \$10 per person.

One of the first public appearances that the Klan made in Coneouh was at Castleberry. A revival meeting was in progress at Castleberry in the Mathodist church in 1924. The

^{1.} The Courant, March 2, 1921

newspaper account of what occured is given:

"During the devotional services, just before the sermon, on last Thursday night, fifteen mysterious figures, clad in hoods and white robes, appeared at the door of the church, and without speaking a word, marched in single file up the aisle to the pulpit and handed Mr. Haskew a large envelope, and started to file out, when Mr. Haskew requested them to remain for a few minutes while he examined the contents of the envelope, and read the letter therein, a copy of which is hereby enclosed and is as follows:

"To Local and Visiting Pastors, Castleberry, Alabama. Greeting:

"The Conecuh County Ku Klux Klan, wishing to show its appreciation of your splendid efforts and that of your co-workers, takes this occasion and method of giving assurance to you of our most hearty cooperation.

"As an organization, we stand for better homes, better churches and schools. We want and need a Christian citizenship; a citizenship that stands for high ideals; a citizenship educated for a broad life of unsalfish service. Once we secure such ideal conditions, then we shall realize an increased civic pride; and a better community spirit; we shall see laws enforced and clean county, state and national politics.

Whe have three great agencies through which we hope to realize our great purpose, namely; the home, church and schools. Therefore, we as representatives citizens, wish again to thank you for your splendid service.

"Enclosed find twenty dollars.

Yours ITSUB, Koneouh Kounty Klan No.74, Realm of Ala., Knights of The Ku Klux Klan. (Seal)

"After reading the letter, Mr. Haskew, in words of visible emotion, assured the visitors of his appreciation for the sentiments contained in the communication, and of his hearty cooperation with them in the work they were striving to accomplish".....The fifteen mysterious figures then filed out and disappeared mysteriously into the moonlight, as the entire congregation, standing, sang "America!" 1

The Klan contributed liberally to educational causes.

^{1.} The Courant, Feb. 27, 1924

Many young people were experiencing difficulty in school because they were unable to purchase books. This ammitten appeared on page 1 of The Courant:

"(The County Superintendent of Education requests us to print the letter below, addressed to him, which is self-explanatory).

"Dear Sir:

"Recognizing the splendid efforts and work being done for the cause of education, and at the same time wishing to show our approval of the same; we are placing at the bank an account to be used by you in furnishing books to those who are unable to buy them for themselves. This fund to be used at your discretion and in cases where

you are sure the recipients are worthy.

"Our organization stands for public education and whishes to thank the teachers for the sphendid work being done and to encourage them to keep up their efforts to promote our public school system, which we think means the foundation and perpetuation of our Democracy. Many unknown forces are at work to undermine our government but if our public school system succeeds in carrying out its high ideals these undermining forces will be destroyed and our Democracy preserved.

"Yours for Education, Knights of the Ku Klux Klan, Realm of Conecuh County."

The teachers were requested, in accordance with the above, to send in lists of all children in their schools who were in need of books but unable to buy them. Each of these lists had to be approved and signed by the district trustees. The letter was read in the schools in order that the children might know that the books were being donated by the Klan, and in order that they might report needy cases which were unknown to the teachers. 2

^{1.} The Courant, Dec. 24, 1924 2. Ibid.

The fact that many members of the Roman Catholic Church patronized their own rather than the public schools, caused some members of the Khin to charge them with "UnAmericaniam." The Courant published a long article on "Catholic va Protestant Schools.\(^1\) It was quite bitter and calculated to stir up even greater prejudice. An extract from one of a series of letters written to the same paper is quoted below:

"...and when he (the Pope) issues the edict that all of our public schools shall be benished and that our children shall be educated in our parochial schools, and bow down and worship him as the only true and living God, and when his black-robed leacherous and beastly servants text tell us that our mothers and wives are concubines and our children are bastards unless our marriage vows are administered by one of them, and when I see erected in the midst of this free and liberty-loving South, a college whose purpose is to educate 1,000 negro catholic priests, whose business it will be to scatter their hellish propaganda throughout the race to further educate them in rapine and murder, every red corpusole in my Veins Becomes Klammishi

"And now in conclusion, I want to say that the line
is being tightly drawn, and every man will sooner or later
have to get on one side or the other. I say to the man
who lines up with the Klan and stays hitched, may the God
of the Universe Bless Him, but the man who prefers to
stay on the other side and serve the Pope by cursing the
Ku Klux Klan, may the creator of all things pity and help

him for we can'tl"

"A KLANSMAN"

It becomes somewhat difficult to reconcile such a point of view with that expressed in the letter to the preacher at Castleborry, wherein was stated, "We want ... a citizenship educated for a broad life of unselfish service."

Man parados were held in the County. Car loads of robed men rode the country side, terrifying the negroes, reprimanding

^{1.} The Courant, Dec. 24, 1924

^{2.} Ibid, July, 25, 1924

with the most acceptable Platonic ideals, and threatening dire punishment to all evil-doers who were not members of the Klan. A big K.K.K. revival was held at Evergreen in 1927. More than 100 men joined the organization, bringing its Coencuh County membership to more than 600. Within a few months the Klan began to lose power. Attorney-General McCall, of Alabama, charged the members of the Klan with violating the "principles of order and justice." Its decline was rapid. In the day of its power, however, it was a potent factor in the educational life of Conecuh County.

Another organization based upon the ideal of "100% Americanism" was the American Legion. It is composed of men who were members of the United States Army during the World War,1917-18. One of the "cardinal principles" of that organization is the encouragement of public education. A notice in The Courant in 1923 indicates as much:

"Every member of the American Legion between the ages of 21 and 45 should pay the poll tax that is required of all who would exercise the full privileges and assume the responsibilities of citizenship.....Important also is the fact that this poll tax money goes directly into the school funds of the county where collected, and the American Legion is committed to the cause of public education as a great first step towards an enlightened Americanism." 4

The Legion has never been as speckuular as the Klan in its methods, but at every county election involving educational issues, it has been found standing side by side with the

^{1.} The Courant, April 14, 1927

^{2.} Ibid, April 21, 1927

^{3.} Ibid, July 14, 1927 4. Ibid, Dec. 12, 1923

forces favoring better schools. The various Posts in the county have gone quietly about their work of helping the needy send their children to school. The organization has grown until practically every ex-service man in Consoul County is a member. It is a powerful force for better schools.

Before beginning the discussion of consolidation of schools. It will be well to consider very briefly a few pertinent statistics. The school census of 1924 showed the following facts. In Alabama, there were 805,179 children of school age. Of this number, 494.715 were white and 508.464 were colored. In Conecuh County, there were 8, 354 children of school age. Of this number, 4,156 were white and 3,788 were colored. 1925 the school census showed an increase in the number of children in Conecuh of 3.6%. At the same time, the school enrollment had increased by 18.2%. 2 In the State as a whole. in 1925, there were 650,000 children in 6, 400 schools; 3 In Concoun County, there were 5,972 children enrolled in 98 schools. Most of the neuro schools were one-teacher affairs. while the number of one-teacher white schools was the smallest in that section of the State, there being 186 teachers in 56 schools.

Because of the lack of sufficient funds, 18 Alabama counties were forced to cut their school terms for the year 1924-25 even below those of the previous year. 6 Conecuh was not one of these. Her school term averaged five months which was one

^{1.}The Courant, Oct. 15,1924 2.Thid, Aug. 9, 1925

^{3.} Told, Sept. 23, 1925

^{4.} Annual Report, Supt, of Ed. 1925

^{5.} The Courant, Nov. 11, 1925 6. Ibid, March 18, 1925

month more than the year before. The county newspaper carried several editorials on the subject of school terms. An excerpt is quoted:

> "There is resentment over the short school term. It is hard to get the people to understand that school revenue is not keeping page with the growth of school population."

Unfortunately it was the rural school that suffered most, because practically all the schools in the larger towns continued on funds furnished by the tewnspeople. Many of residents of rural districts took advantage of this fact to say that the Boards of Education were taking money away from country schools to run town schools. This sentiment created a great deal of ill-feelings which politicians were not slow to capitalize even though they knew it to be untrue.

The Courant waged a valiant fight for better rural schools. "We have almost lost sight of the fact that the rural school is the backbone of the State and Nation", said one editorial.2 At other times pleas were made for better teachers and for more adequate supervision of rural schools. It was also pointed out that the farm boy was getting less education than any other group of children in the country.

In August, 1925, another county-wide three-mill election was held. The vote was overwhelmingly in favor of the tax. being 642 for and 235 against. Education was again the paramount issue. Editorials demanded more money and further consolidation for schools. The consolidation idea had

^{1.} The Courant, March 4, 1925 5. Ibid, July 29, 1925 2. Ibid . March 18. 1925

^{4.} Ibid.

grown by leaps and bounds by 1925. Near the end of that year a strong article appeared in The Courant demanding that consolidation take place and that better teachers be employed. It should not be assumed that this was the unanimous sentiment, but it was the sentiment of the more progressive communities.

A great many individuals spoke with nostalgic fervor about "The Little Red School House." They pictured the little building, located amid sylvian and idyllic surroundings, peopled by an earlier and superior generation of children of which they had been a part. In blissful retrospect, they saw the gentle. kind, and gifted teacher seated before the group, with a Blue Back Speller in one hand and a limber switch in the other. reading or rapping as the occasion seemed to demand. secured their interest and vote as did a reference to the "good Naturally, those individuals who were interested old days." in obtaining favore, generally played upon those memories. This was true in most cases except those in which educators were themselves concerned. Be it said to the credit of most of the educators in Consouh County that they believed in progress. This was particularly true of County Superintendent M.A. Hanks. who encouraged and worked for consolidation, even though he knew that in some instances it was not the popular thing to do. In this movement, he had the support of all school-minded people. as well as that of the county paper.

An editorial, somewhat typical of those which came out shortly after District No.1 had voted for consolidation in the

^{1.} The Courant, Oct. 21, 1925

Junior High School, is quoted, in part:

"The move toward the elimination of "the little red school house" with its one room and two atmospheric outhouses has been rapid in recent years. The building of good roads has speeded consolidation in school districts with modern buildings and motor busses to carry the children to school. Some 290,000 children in the United States were transported last year."

In Conecuh County, during the same year, 1924, \$2,035 was spent on transportation of elementary pupils, and \$575 on the transportation of high school pupils. The elementary children were usually taken to a two or three teacher school. The only high school in the county served by a bus at that time was The State Secondary Agricultural School, at Evergreen. Bus lines for elementary schools ran to Belleville, Annex, Flat Rock, Junior High, Lenox, and Repton.

Early in April 1927, the trustees of the Brooklyn,

McCreary, Paul, Horton, Mt. Horeb and Johnstonville schools considering the met in the superintendent's office for the purpose of consolidating these schools. At this meeting, the trustees agreed that consolidation should take place. They planned to erect an eight-room building which would accompate three or four hundred pupils. The next step was to determine the location. Brooklyn, the largest of the several communities, and an old county school center, put in a very strong bid, as did the enthusiastic citizens of other communities. An article from Brooklyn commented:

"The people of the community are very enthusiastic over the prospect of having the school in their midst, which

^{1.} The Curant, July 16, 1924

^{2.}Annual Report, Supt, of Ed., 1924,p.103

will afford their children equal opportunities to those now enjoyed by the children in larger towns and cities. This will be made possible through the consolidation which will enable them to secure better qualified teachers and better equipment. Already a large part of the money necessary to erect the building has been subscribed and from the reports coming in. the whole amount will soon be raised.

"No child will be more than 30 minutes from school. The new busses used by the county board are safe in every way, and will protect the children from cold and

rain.

"The people of the section are to be congratulated on taking this forward step ... No doubt other projects in Coneouh County similar to this will be announced soon and certainly the sooner the better. The day of the one or the two teacher school is fast passing and no longer can a student in such a school cope with one who can attend a good, modern, consolidated school ... 1

Brooklyn was greatly interested, made the best offer, and secured the school. Mr. S.B.Sanders, Representative in the State Assembly from Conecuh, donated a ten-acre site. the value of which was placed at \$1,000. Mr. E.N. Amos, one of the most substantial citizens in the county, donated \$1,000 in cash. An additional \$6,000 had to be raised. The ladies of Brooklyn organized, and immediately pledged \$1,000. Committees were appointed to work in other communities. few weeks, the necessary funds had been raised. By September 1, 1927, the contract for the building had been let to J.M. Marley for the sum of \$12,925.52.

On the 19th of September, 1927, the consolidated school at Brooklyn opened in the old building, but before the year was out, they had moved into the handsome new eight-room brick vancer building. The first principal of this consolidated

^{1.} The Courant, April 7, 1927

^{2.} Ibid, May 5, 1927 5. Ibid, May 12, 1927 4. Ibid, Sept. 1, 1927

school was William M. English from Elba, Alabama. He was assisted by Miss Battie Johnson, Miss Gladys Amos, Miss Mabel Sanders, Mrs. Mae B. Carr and Mrs. S.B.Rabun. The enrollment was 145 the first day.

Five days before the school opened at Brooklyn, a vote Was taken to determine whether or not the other four districts wished to join in the Brooklyn consolidation. Horton had already dropped out. Brooklyn electors polled the heaviest vote, 58-0, in favor of the consolidation. Mr. Horeb, and McCreary schools gave handsome majorities for the consolidation. In Johnstonville, the vote was 6 to 5 in favor. In Paul, the real opposition areas, the vote being 19 for and 30 against consolidation. 2 In view of the fact that the majority of the districts had voted "yea" the County Board thought that they would simply abandon the school at Paul also. This they did not do. The patrons refused to send their elementary school children away from home. They stated that they had agreed to a Junior-Senior High School consolidation, and they wanted to send the high school students to the new school but that it must be understood that they were not in favor of sending their younger children "that far from home." The distance was slightly more than five miles. Very soon an impasse seemed to have been reached. The Board did not wish to operate an additional school. The patrons did not wish their elementary school removed. The patrons won and the elementary school remained at Paul.

2.Ibid

^{1.} The Courant, Sept. 22, 1927

At Annex, in the northern part of Consoul County, a new consolidated junior high school, built on the State 4-A Plan was ready for occupancy by the fall of 1927. This school resulted from the consolidation of Annex, Bethel, Tisdale, and Kendrick. About the same time, a school built on a similar plan was located midway between Mt. Zion and Burnt Corn. This school was given the name Fair-Nel-Son, the name being derived from the names of several of the schools which were consolidated there. These were the Fairfield, Purnell and Roberson schools.

In the meantime, School District No.1, the first consolidated school district in the county, composed of the Holly Grove, Effic and Mt. Zion communities, began to consider the desirability of a consolidated Elementary-Junior-Senior School instead of the junior high school which they then had. By September 27, 1928, a substantial nine-room frame building had been built. It contained an auditorium, a library, and a principal's office in addition to the nine class rooms. One room was equipped for vocational home an economics. The old junior high school building was used for a vocational agriculture building. The new school opened in September 1928, with an enrollment of over 200 students. J.T.Dykes from Clio, Alabama, was the first Principal.

Superintendent M.A.Hanks and Mrs. J.R.Taylor chose the name for this school, which before 1930 was by far the largest single school in the county. The name originated was "Lyeffion."

It was formed from syllables from each of the three schools which first formed the consolidated district, Holly Grove, Effic, and Mount Zion.

In addition to the three schools mentioned, the newly colsolidated, Lyeffion, took care of the students from the Beasley, Stinson, Skinnerton, Midway, Booker and Brooks schools.

To Repton, in the western part of the county, were brought the Ivey, Gunter, Lee, Baggett, Bermuda, Lenox, Range and Ossierfield pupils of junior or senior high school standing. The first four schools mentioned in this group also had their elementary pupils transported to Repton.

Both the Conecuh County High School at Castelberry and the State Secondary Agricultural School at Evergreen had several busses transporting high school pupils. Not until the early part of the next period, however, 1930-1938, were the consolidations effected which most concerned these two schools. This situation will be further discussed in the following chapter.

There have been many arguments both pro and con on the question of consedidation in Conecuh County. It is certain that consolidation has greatly altered not only the type of instruction, but the attitudes of the pupils as well. Certainly the school set-up in the county is vastly different. It will be recalled that in 1912 (see Table page) there were 65 white schools averaging about 4 months per year. About 90% of these were one-teacher schools. By the latter part

^{1.}The Courant, Sept. 27,1928

^{2.} Ibid, Uct. 30, 1930

^{3.}Annual Report, Supt. of Ed., 1912, p.92

of 1929, there were 36 white schools in the county, all of them graded. Of these, 13 were one-teacher schools. The school term averaged more than seven months.

In 1925, the county operated three school busses, which transported 108 pupils. By 1950, there were 32 busses, each traveling approximately 16 miles per day. They transported 1, 564 students. By 1930, every child in the county with the exception of those in two communities, could attend a high school and return to his home for the night.

In 1925 the value of all school buildings in the county was \$81,875 and the equipment was valued at \$12,675. After the consolidation program had been effected in part, that is by 1950, the buildings were valued at \$175,760 while the equipment was worth \$22,313.

During the same period, 1923-30, the effects of consolidation could be observed in the higher types of teacher-training demanded. In 1923, there were 126 white teachers in Conecuh, six of whom were college graduates, eleven normal graduates, and the remainder had little professional training. By 1930 there were 108 teachers in the white schools, 18 of whom were college graduates, 47 normal school graduates, and all of the others with one or more years of professional training.

Some of the arguments advanced in favor of consolidation

1. Consolidation makes it possible for the county to furnish more comfortable, sanitary and modern school

^{1.} The Courant, Oct. 30,1930

buildings .

- 2. The county can adequately equip a few buildings, whereas it could not afford to furnish such equipment for every small community.
- 5. Consolidation brings the children from various localities together, and in this way they obtain a broader view of life, becoming more social and cooperative.
- 4. Under the system of consolidation, fewer teachers can handle larger classes. Teachers with better training can be demanded.
- 5.Consolidation makes a longer school term possible. (This argument was not always valid).

The arguments advanced in opposition to consolidation were:

- 1.Consilidation destroys the local community. The school building is the center of community interest, and when that is removed, the interest is centered away from the community.
- 2.School busses are dangerous. This was said to be especially true when small children were transported for long distances.
- 5. Larger boys and girls riding close together on crowded busses are subject to temptations of an immoral nature. They do and say improper things. The smaller children are influenced by them.
- 4. Many parents objected to consolidation on the grounds that it was too expensive to dress their children for attendance at a consolidated school, whereas they could wear "work clothes" in the local community.
- 5. Children in a larger school are subject to a great many more temptations than are those in a smaller school.

 They "learn more meanness" because they have the combined experiences of the whole group.
- 6. The children in the town schools "look down upon those from the country." This creates inferiority complexes on the one hand, and superiority complexes on the other.

The effort to bring about consolidation in Conecuh did, however, have its moments. There was, for example, the letter written to the Governor of the State by a citizen of one of the

AGRIÇULTURAL, INDUSTRIAL AND HISTORICAL EDITION

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THE EVERGREEN COURANT

POUR POUR

EVERGREEN, ALABAMA, OCTOBER, 180

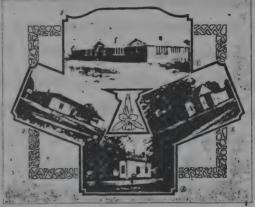
IVERSE 1

Consolidations Show County School Progress

BROOKLAN SCHOOL CONSOLIDATION GROUP



Picture Number one, of the above group, shows the modern brick building, a consolidated school formed by the elimination of other schools. No. 2 old Johnstonvillo school, No. 3, old McCrowry schools and No. 4, old Remation achieves eliminated. Note the channelated constitution of the eliminated buildings. INSTITUTION AT REPTON IS CONSOLIDATED SCHOOL



With a large playground for children and all moders correctorers in the building, the Region comobilated high action is a model of consolidations, absenting the value of them. Mo. 2 is the oben galaxy school at Repton, mow in use. No. 3 is the old free perhaps in larger in use and No. 4 is the old Genter a closel, also eliminated.

COUNTY HIGH SCHOOL CASTLEBERRY

ELEMENTARY SCHOOL AT CASTLEBERRY

MODERN EVERGREEN CITY SCHOOL



In a shady group of faccinating beauty is the Counts high school of article-rev. The school is on the right of the picture while in deep center.

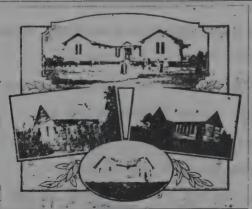


The elementary achieve at Castleberry is of frame construction and carry



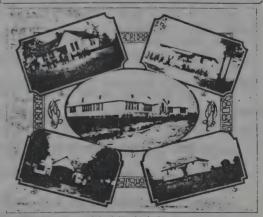
The Evergreen city wheel, one of the most modern educational matrixone in this section of South Alabama, is one of the most outstanding trustures in this community, It is a credit to Evergreen and Consculs runnits.

CONECURS ANNEX CONSOLIDATED SCHOOL



Of modern frame construction, the Annea consolidated school has brought children from one or two teacher institutions together, giving them greater facilities of educations. No. 2 shows the old Todale school, No. 3 shows the old Konton's children and No. 1 on contrast of the old Ratials choich. The these more referred

LARGE LYEFFION CONSOLIDATED SCHOOL



In the center of the shore group is the huge building of the Lyrifien concellented exheet. Grouped about it are some of the building that here been definitated. They are: No. 2, old Mt. Zhru school; No. 3, old Junor High school; No. 4, old Effe school and No. 5, old Holly Grove school.

communities which was greatly opposed to consolidation. The
Board had ordered consolidation anyway. He closed his appeal
to the Governor with this phrase, "Siri Siri Savei oh Savei
Our Schooli" It should be mentioned that "Our School" was a
single room wreak, poorly ventilated, except by the cracks in
the walls, floor and ceiling. There was no equipment. The
proposed consolidation would take the pupils to a new brick
building, splendidly equipped with science laboratories, library,
excellent lighting, ventilation and heating, with inside dringing founts, and modern inside sanitary toilets.

In many instances public opinion changed in the direction of consolidation. There is, for example, the case of one community leader who greatly objected to the little school in his community being consolidated with the school in a near-by town. He opposed it before the County Board of Education, concluding his speech in a fit of anger, crying, "It's wrong, wrong, wrong;" Despite his objection the school was consolidated. His daughter attended the newly consolidated school and made a fine record. Several years a felse rumor was circulated to the effect that the little school was to be resumed in the community. The same man appeared before the Board and pled with equal fervor for the consolidated school.

It appears safe to say that in no case where consolidation has been effected would any of the communities wish now to have the little one-teacher schools resumed.

Several interesting elections occurred during the era.

County Superintendent M.A.Hanks, Who had been appointed by the

1.Dr.E.L.Kelly, Personal Interview.

Board of Education in 1925 to succeed Superintendent W.R. Bennett, ran for the position in 1984 when it was again made elective. He was opposed by Frof. W.W.Watts. The vote was. Hanks 997; Wette, 586. Again in 1928, Mr. Hanks was a candidate, opposed by Prof. J.B. Murphy, former principal of Coneouh County High School at Castleberry. The Yote was Hanks, 1428; Murphy, 1081.2

State school finances became involved during the latter part of this period. State revenues declined. By January. 1927. Governor Graves planned an Emergency School Bill. He asked the legislature to appropriate \$600,000 to lengthen the school term. This money had to be borrowed. The proposed bill passed the House with only two dissenting votes. In the Senate it was unanimous. Conecuh's share was \$9.974.97. The question of the Constitutionality of the measure gross. The Supreme Court held the act constitutional. 4 Graves observed:

"The fight of my life is won. The little freekle-faced children will get seven months school this year." 5

In August 1927, the legislature passed on an act which authorized a vote on a constitutional amendment that would permit the State to issue \$20,000,000 worth of bonds, the proceeds from the sale of which would go for the erection of school buildings. The matter was presented to the people

^{1.} The Courant, May 21, 1924

^{2.} Tbid, May 17,1928 5. Tbid, Jan. 20, 1927

^{4.} Ibid. Feb. 10, 1927

^{6.}Alabama Acts, 1927, pp.501-3

in an intelligent manner and as fully as was possible with the means at hand. Organized opposition developed, however, and a campaigh of antagonisms, intensive and extansive in character, resulted in the defeat of the measure." In Conecuh County the vote was 647 for the issue and 868 against it. The vote did not indicate that the people were turning against the support of public education, but that they were opposed to the State going further into debt. It must be said, however, that the opposition was aided to some extent by the old anti-consolidation forces and, according to popular belief, "the moneyed interests."

School books again became an issue in 1927. "The Book Trust" had long been a bug-a-boo which politicians were wont to pender. In January of 1927 The Courant carried a head-line: "Alabama Fight on Book Prices Opens." Two sentences stated: "Attorney-General Harvell G.Davis preparing to bring suit against American Book Company," and "Equality with other States demanded after probe."

Ten districts in Coneouh voted on the local district three-mill tax for schools in 1927. The tax passed by large makerities in every case except in District No. 45, where it was defeated 10 to 1.4

In June 1928, the building which housed the State
Secondary Agricultural School at Evergreen burned. The
origin of the fire could not be ascertained. The
structure was old and built of heart pine, contributing to

5. Tbid, June 14, 1928

^{1.}Almual Report, Supt. of Ed. 1928, p.16

^{2.} The Courant, Jan. 12, 1928 3. Told, Jan. 13, 1927

^{4.} Ibid, Sept. 15 and Nov. 17, 1927

the quickness of the fire. Nothingwas saved.

July 51, the citizens voted upon a levy for school purposes. Five mills were proposed. The vote was decidedly in favor of the tax, being 868 for and 46 against the measure. A new 14 room Agricultural Building was planned, the cost of which was to be over \$50,000.

Three other important developments took place in Conecuh during this era that must be mentioned. In 1927. Mrs.E.E.Newton was appointed Supervisor of Elementary Rducation, the first in the County. Mrs. Newton was thoroughly qualified in every way for her work, and under her guidance great progress was made in the elementary schools. were standardized and recognized by authorities as being examples of the effectiveness of competent supervision. In 1928, twenty-two Alabama counties began Child Welfare Departments. Conecuh was one of these. Miss Purcell Corley was the first Superintendent of Child Welfare in Consouh. 2 Under the new school code, effective Oct.1, 1927, every child between the ages of 7-16 was required to attend school. In 1928, the Conecuh County Health Department was organized. Dr. 3.L. Relly from Repton, who for 18 years had been a progressive member of the County Board of Education, was chosen as the first Health Officer. Under Dr. Kelly, the County Health Department has made valuable contributions to the welfare of the school population.

^{1.} The Courant, Aug. 2, 1920

^{2.} Ibid, Sept. 6, 1928

^{3.} Ibid, 0ct.30,1930

In 1929, an election was held for the purpose of determining whether or not the Centerville, Old Town, Mt. Union, Cohassett and Herbert schools should be consolidated. The vote by districts was:

District	For	Against
Centerville	13	50
Old Town	6 .	0
Mt.Union	13	29
Cohassett	17.	10
Herbert	52	. 2

It is interesting to note that the sentiment in these districts was about evenly divided. No consolidation has ever been effected in these several communities in the county, with the exception of the high school students. These are transported to Evergreen High School. This is the only section of Consoun County where consolidation has not taken place to some extent.

^{1.} The Courant, August 1, 1929

Chapter VI

THE SECOND STRUCCLE FOR SURVIVAL AND RECOGNITION 1930-1938

In his Annual Report for the year 1930, State Superintendent of Education A. F. Harman stated;

"...it is eminently proper that we see out in this place on especial tribute of respect to Governor Graves, whose administration marks the high point in educational progress in alabams during the first thirty years of this century....as we turn to the approaching administration we must make sure that there shall be no turning beek".

One year later, in his Anmal Report for 1981, Superintendent Reman wrote:

"... Throughout the nation education has felt the blasting offects of the economic depression. Also been has;
not escaped. The financial plight of the schools and
other institutions of the State is well known. A rebeared in detail of the great disadvantages under which
the schools must now operate so can unnecessary. Suffice
it to observe that at no other time within this generation
has the administration of educational effairs been attended by such precariousness. By ress on of the abnormal
economic situation, we are fact to face as never before
with the enormous and bewildering problem of financing
the educational system of the State". 2

"... The unprecedented conditions challenge the patience, the fortitude and the intelligence of all who are in any way concerned with the education of the youth of the State or who are in any measure responsible for its edministration. That secrifices and adjustments of one kind or another may have to be made soems insvitable. But the distress of the State in the years to come will be infinitely more pressing and the shame will be ours if we belance the budget with the ignorance of our children."

^{1.} Amusl Report of State Superintendent, 1950, p.14

^{2.} Ibid., 1931, p.28 3. Ibid., 1931, p.43

These two quotesions tell the story in part. At the close of 1926, the mehools in Conscub sessed to be in better condition than they had ever been before. 1929 brought fair provises but unhappy fulfillments. In the first place, sowere floods swept the river sections of the country. At the larger schools served by busces. Brooklyn, Evergreen, Castleberry, Lyeffion and Repton. flood conditions out the ottendance to a new low, for recent years at least. All of the other achools in the county outlered likewise, especially the ome-tember schools to which the pupils had to walk. To add to the other trouble, an epidemic of influence swept through the schools. king children became discouraged to cause they had lost so much time, ont in consequence stopped going to school for that year. Because appropriations for the next school year were bosed upon attendance the preceding year, it can be seen that Consoun was to suffer firm neighby. In 1929-30 the common school fund was exhausted of tor 52 months. This did not apply to the secredited high achools at Zvergreen, Castleburry and Repros. The other institutions however, we either forced to close or to continue on local supplement. Host of the teachers taught the seven-month term, but received only mom and board for their services.

May May 1930, the county papers carried lives that reflacted the economic condition. Two of the largest banks in the county consolidated. The First National Bank and the Peoples'

^{1.} The Courant, February 2, 1930

Book of Evergreen marged during the early part of May. Their total resources were over \$1,500,000 and the total deposits over \$1,000,000. People began to winder.

In their June meeting, the County Beard of Revenue etated that they found it mecessary to make retronchments. They determined to out off the departments of Booth and Child.
Welffre and the Ferm and Bone Demonstration Agents. All of these agencies were educational in character. The ditizens of the county met in a mass meeting and demonded that the Ferm Demonstration Agent and the Health Officer be retained.
Arrangements, of a temporary nort, were made. The newspapers gave accounts of these things, but made no official comments, except to bemoon the fact that such ontion was necessary.

The election for Covernor took place in August 1950.

The provious administration was blaned with gross entravagence.

B. M. Miller was elected on a retreachment platform. An acon

so he entered the office of Covernor, he began to "retreach".

Since the schools were not considered "essential functions of
government" they suffered unduly.

In the mountine, at the beginning of school year 1939-31, at least one improvement in the school system in Consouth was noted. In August of that year, Mrs. J. R. Paylor was agrainted Attendance Officer. The county remembered how it had suffered

^{1.} The Courant, May 8, 1930

^{2.} Ibid., June 12, 1930 3. Ibid., June 19, 1930

^{4. 1914.,} August 4, 1931 5. 1914., August 14, 1930

the past your because of the poor attendance two yours tefore. Hrs Taylor entered upon her new duties at the beginning of the school year. For the first time, attendence work in Concount County was systemitized and placed on a workship Buch of the gradit for this must go to kre. Taylor who lebored Hiligently with the problems and problem cases.

Principals of the public schools, sociag the need for incidental funds, ande concerted efforts to collect tuition fees. In October 1930, Attorney General Charles McGall ruled that school fees were illegel. Three months later. the Alebane Suprem Court held that the fees were legal. The citizens were already complaining about the "high taxes for schools" and they resented what they were pleased to call "this added burden".

The first "Bord Times" editorial appeared in the Courant October 16. 1980. People were still endeavoring, however, to keep up their courses and were attempting to convince themselves that the depression was of little importance and would soon pass. One of the leading bankers in the county had this little verse published:

"An old hen hopped upon her perch and dropped her eyes to sleep and murmured in a drowsy tone, 'Hear this young man, and wee p' 'I'm full of sorms and happy, for I've dimed both long and well. The worms are there, as always, but I've had to dig like------- 3

The educational forces in the county and State were digging, but the worm seemed to "heve turned". By December 1980, the

^{1.} The Courant, October 10, 1930 2. Ibid., January 22, 1931

^{3.} Ibid., December 18, 1980

County owed the teachers back selery for several months. The alturation was becoming scutoly emberraseing. Tex returns were coming in very slowly.

In Jenuary 1931, B. M. Miller was inaugure ted as Covernor of Alabama. In his inaugurel appear, he declared, " We cannot afford to neglect the common schools." A few weeks later, he and the members of the Alabama Legislature were involved in a terrific struggle for power. A group of Senators and Representatives formed a "Bloc" the purpose of which was to defeat every Miller-appeared measure. More of this will be discussed at a later point in this shapter.

The Courant, in en optimistic editorial in a March 1981
isaue, stated; "Business in on the Road to Recovery? The
next tasue of the same paper brought the message: "The County
Board of Marenne Seeks Relief Messures". This was the general picture in Cometh.

School Finances During the Depression

"Lack of money" were the root of most of the evils in consecut county during this period, 1930-1938. It has been noted how efforts had been ands by the teachers, at a personal financial secrifice, to "keep the schools going" during 1930-31. The local school funds fell far short of their usual total. In 1931, an entire page of the <u>Evergreen Courant</u> was devoted to

^{1.} The Courant, December 25, 1930

^{2.} Ibid., January 28, 1931 3. Ibid., March 19, 1931

^{4.} Ibid . Barch 26, 1931

delinquent tex notices. This was the largest number of notices over before published in the history of the County. Imay people, found with the loss of their homes and other property, become despondent.

The money which the State had appropriated for school purposes of ther was very slow in coming in or else failed to arrive at all. Representative Goode from Wilcox County proposed an Income Tax bill in the Legislatum. It was defeated. Three months later, income and inheritance tex summinum to were proposed. These we proved unpopular. The citizens of Comecuh were reminded that "The Power to tax is the Power to destroy."

Teachers' solaries in Comount were months behind. The County was issueing warrants which could be ceahed only at a considerable discount if a purchaser could be found. Generally he could not be found.

In August 1931, Superintendent Hanks of Consount called a mass meeting of teachers and truck drivers. At this meeting, he informed those present that no more money was in sight for the coming year than had been available for the past year. He stated further that the County Board of "duce tion had determined to eak the teachers to teach for the school year 1931-38 for seven months. For these even months they were to be paid the

^{1.} The Courant, June 4, 1951 2. 10id., April 16, 1931

^{3.151}d., July 30, 1931 4.151d., July 9, 1931

months. In other words, the Board felt safe in gueranteeing the same amount for the coming year that they had expended the past year. The tembers were told that they could look upon their salary as an annual rather than a monthly salary. In addition to this, Mr. Manks werned the tembers that while the hoard felt safe in guaranteeing the salaries, they were not willing to promise when or how promptly the money would be paid. The touchers and drivers were then requested to vote upon whether or not they were willing to accede to this as an emeragency measure. The vote was in favor of continuing the achools.

Alabam were clamping for relief for the schools. Covernor Miller was receiving a great deal of blams from some quarters. The Legislature was also coming in for its share of criticism. In October 1931, Governor Miller called the county and city superintendents of education to a general meeting in Montgomery. He is reported to have told them in that meeting to "..go book and get those 21 Senators (The Mee) to vote for me in toto, and we'll see what we can do". One paper commented that there was a tubbornness and builheadedness on both sides. Covernor Miller was a coused of trying" to use the schools and the teachers as costal paws to pull political chestnuts out of the fire". The same article continued, "It appears that themuch a policy of

^{1.} The Courant, August 6, 1931 2. Ibid., October 1, 1931



sterving the schools, he expects to build a fire under the Elsenators and force them to accept his progrem. At that time the State owed the schools of Alabama \$ 5,000,000 of which amount \$ 5,250,000 was in unpedd and nonnegotiable warrants.

The first money received in Comewh for the school year 1931-38 was \$5,000 which come in Boyamber. This was not sufficient to meet even a monthly payroll, but the tecchers were poid eccording to the order of their meass on the payroll as long as the money leated. Those who were not so lucky as to have their names enong the first had to weit. By the end of Boyamber, sufficient funds had come in for the Board to pay every teacher for one month. Just before Christmas, the Board managed to get sufficient funds on hend to pay the teachers and drivers one-holf a month salary. This bit of "glad tidings" was featured by such hemilines as," Sente Claus comes to see the Teachers".

the high school fund which had been due for one year. The t money had to be applied on the ableries of the high school touchers only, for the previous year. Of course these high school teschers had borrowed money on the werrants for this amount. They had taken a heavy discount. The holders of these worrants, the refore, were the ones who received this money. Consounts share was \$5,772.78.

^{1.}The Courant, October 1, 1931

^{2.} Ibid., November 5, 1931 5. Ibid., December 10, 1931

The situation was not without its touch of ironic humar. An article which entered in the Conecuh County poper in April 1932 stated that of all classes of people in the United States, teachers renked number one in their punctiliousness in paying their debta.

State Tressurer S. H. Blan stated in April 1958 that he doubted that any mare school funds for the year 1931-32 could soon be released. A ruling which come in May stated that the County Board of Education could not sell school warrants to reise funds to pay the teachers if those warrants had to be sold at a discount.

By the end of the scholastic year in June 1932, the school debt in Alebams emounted to \$15,756,709.43. Commenting editorichly, the Courant stated that "The Educational Outlook in the State is Cloomy. It definitely west The editorial continued. " It is folly to sit down and wait for Governor Miller and the Legislature to do enthing."

Beemingly in answer to the implied chellenges which educators and other ditizens over the State were hurling at him. Governor Miller summoned the State educators to a conference in Montgomery. The conference was scheduled to mest July 27, 1932. In the letter of invitation, the educators were invited to "consider subjects relating to education and make recommendations if you care to."

^{1.} The Courant. April 7, 1938 2. 1914, April 14, 1938

^{3.} Ibid., April 19, 1982 161d., June 2, 1932

^{8.} Ibid., June 30, 1932 8. Ibid., July 21, 1932

In July 1932, on the 27th day, that at the time appeared to be a major cotestrophe for the county occurred. The Peoples' Bank of Evergreen closed its deeps. That was the seem bank this two years before had proudly boasted, "Total resources over \$1.500,000 --- Deposite over \$1.000,000". Shat educational funds the county had were deposited in this bank. So were the savings, if any, of the county teachers. The Peoples' Bank of Evergreen was the largest banking institution in the county, and in consequence, many of the teachers had felt perfectly safe in placing their money there. The Bank had been cooperative and courteous in londing teachers funds when they needed ready cash. They seemed safe—teachers were the Mation's Manber One Dobt-Payers".

Slightly more then one month later, mother bank was erganized in Evergreen. Early in September 1932, The Bank of Evergreen opened its doors for business. It become the county depository for school funds.

Governor Miller colled a special session of the Legislature to convens in Montgomery August 16, 1932, to consider ways and means of improving conditions within the State. The session was stormy. Educational leaders had agreed to a reduction in appropriations which went directly to the public schools. The Legislature passed, over the Governor's veto, a "Near-Beer Tax Bill", which legalized the sale of near beer in the State.

^{1.} The Courant, september 1, 1932

^{2.} Ibid., August 18, 1932 3. Ibid., September 8, 1932 4. Ibid., October 20, 1932

Three months leter, the startling information was printed in heedlines. " Hear-Beer Fails to Save Alabama".

In the meantime, school effects in the State were becoming more and more involved. Weachers had received no pay for the school year 1932-35. Euch of the 1931-38 money was still due. By the early part of November 1958, schools in 25 counties in Alabama were foced with the macessity for immediate closing.

On Hovember 13, 1932, the brook-down came. The teachers had been patient. The County Authorities had done all in their power to raise money, but without avail. Superintendent Hanks of Come cub ordered all county schools closed. From Montgomery, State Superintendent Harman ordered all of the Agricultural Schools closed. In Coment, 200 people were thrown out of comployment and over 4000 boys and girls were out of school.

A county teachers' meeting was called to convene in Evergreen November 18, 1932. Professor H. D. Weethers, Principal of the Repton High School, procided. Two petitions were adopted and signed by the teachers. One was to Governor Miller, urging that an income tex emenisont be submitted to the people with the promise that all funds derived from that source were to go to schools. The other petition was addressed to the citizens of Comoun County, urging them to consider the problem as a state rather than a county problem. The object of this was to spike attempts to organize private schools. In the teachers' opinions, the public school system had to be redeemed.

^{1.} The Courent, January 19,1933

^{2.} Ibid., November 17, 193

^{4.} Ibid. Movember 84, 1938

Euperintendent Hanks colled a county-wide meas meeting for Novamber 26, at the Court House in Evergreen. At this specially, some of the citizens proposed that the schools be respendent run for six weeks, in order to give the Legislature time to do something. The teachers were to receive pay on the basis of \$20 per month. This proposal was submitted to the teachers present and they promptly and unanimously voted it down. State Superintendent Harman was urged to hold a State-wide mass meeting in Montgomery.

particularly over-wrought. One prominent community leader came to the writer on the way from the mass meeting at Evergreen, and stated that he and a number of his friends had been talking and that they had decided that the thing to do was to get gune and go to Montgomery and clean that bunch out of the Capital. He felt that they would be joined on the way to Montgomery by citizens in every community. That man was perfectly honest in his convictions, and he was typical of many other citizens in the County at the time.

A movement ses some need to organize a huge motorcade

from all sections of the State and to go to the Capitol and

appeal to the Covernoz and members of the Legislature for

action. Such was the state of feeling which existed in Alabama

at the time, that the order is reputed to have been heatily sent

out from Montgomery to the leeders over the State to "keep

that mob out of the Capital. There's no talling what they will

^{1.} The Courant, December 1, 1932

ettempt. The tempor of the people is such that it will be unsero?". The calvegate idea was abendoned.

Covernor Miller colled another special constant of the Legislature to convene in Management Saguary 31, 1935. Its purpose was to provide funds for the payment of Alabam's debt which was then approximately \$80,000,000 of which more than \$15,000,000 was due to schools, and other educational institutions.

The Concent County Board of Advention, through Superintendent Hanks, ordered the Consent County schools to mespen January 2, 1033, and swalt the action of the Legislature. The hope was relief would be provided. On the 26th of January, 1925, the teachers received another pay check. This was the second they had received since mhool opened in September.

By Merch 1955, the entire educational system in the State of Alabems was threstened with collapse. Under the Flatcher Budget Act, the schools had to bear 25% of the proceed deficits. In view of this situation, the Alabems Congress of Parents and Teachers adopted resolutions calling upon the State for immediate action. At the Spring meeting of the Alabems Midwestion Association, the teachers agreed to vote as a unit in 1954 for the mm who would promise to keep schools open and to pay the teachers. The Association also see fit to adopt

^{1.} The Courent December 22, 1938 8. Alabara Acts, Special Session, 1933, p. III

^{3.} The courent, December 29, 1932 4. Ibid., January 26,1933 5. Ibid., March 2, 1983

the following resolutions:

- 1. To teach only for the times for which full salaries are poid.
- 2. To hold a Sta to-wide meeting to consider uniform policies.
- 3. To condamn subscription schools as un-Democratic.

By May, 1933, under the relief administration of President Fronklin D. Roosevelt, who had assumed office in March 1938, business comittings began to improve. The various relief organizations had succeeded fairly well in coping with those cases of actual need. The people were no longer hungry.

In Jum 1933, petitions were signed by the citizens of Compoun County urging the adoption of the income the and interestbearing warrant measures. Their petition was morded as fol-

that it will be impossible to have cohoole in Consouth County next year unless the Interest-bearing Warrent and Income Tex Amendments are passed by the voters in the July 18,1935 election, hereby enform these amendments and hereby urge all our friends to support the same."

over two hundred of the leading men and wemen in the County signed this potition. School meetings were hold over the County by educational leaders. The principals of the various schools were placed on regular speaking schedule and went to every voting place in the County speaking in fewer of the proposed smandwents.

The election which took place on July 18, indicated that the voters in Common were definitely backing the school program.

^{1 1.}The Couront April 0, 1033 8. Ibit. June 3, 1983 3. Ibid. June 80, 1933

The official vote on the amendments in the County west

Ho. S. Income Tex 1354 344 Bo. S. Serrent 1859 351

These two emendments not with favorable vote over the entire State. Due to the fact that the warrants were to pay the back debts, and the money from the income tax would not be forthcoming for another year, there was no immediate relief.

There was some talk of asking the teachers to teach the full length ter, is, seven months elementary and nine months high, for a vary low salary. The teachers in Conscuh County appealed to the American Legion to help this fight this effort. The County Superintendent was sympothetic with the teachers. He believed that achools should be operated no longer than the funds would warrant and that the teachers should be paid their full salarges for the time schools were in operation.

The schools in Compath County were threatened with the necessity of closing after midterm in 1953. Over 4,000 people in Comean were already on the Civil Works Administration 11st. The Teachers appealed to the Civil Works for funds. In Pabruary 1938, these funds were granted to the Comean teachers. They were to be paid only for teaching in strictly rural communities. The towns had to reise their own funds. This opplied only to Evergreen in Comean. The teachers all had to sign what amounted to a Pauper's Oath. They had to swear that they had no

^{1.} The Courant, July 27, 1983 2. Ibid., August 31, 1933

^{3. 151}d., December 14,1933

^{4. 1}bld., Decomber 21, 1933

^{5.} Ibid., February 8, 1934

income other than that derived from teaching, and that they had no money on deposit at any bank. The Teacher-Ralief weescon transferred to the Federal Amergency Relief Administration, which ruled that no teacher night receive over \$100 per month.

Under this system, the elementary schools operated for the required length of time necessary to complete their seven-month term, and the high schools operated for an eight-month term. No money was allowed for graneportation.

The prospects for the 1934-35 school year were gloomy. The estimated revenues would amount only to 30% of what was estually needed. At this juncture, the one-mill tax is the County had to be reveted. Even the all-ready depleted county funds would be out \$14,000 unless this tax was reenected. In the June election, the vote for the one-mill tex was 1,984 for end 635 against, in Concount.

For the 1933-34 school term, the teschers' saluries in alabama averaged only \$336. This was possible only with federal 5

On September 18, 1934, the Consoun schools opened for the 1934-35 session. They were scheduled to continue "as long as the funds last." Educators were making strendous efforts to again

^{1.} The courent, April 26, 1934 2. Ibid., April 12, 1934

^{3.1611,} key 17, 1934 4.1611, June 21, 1934

^{5.15}id., ing 24, 1934 6.15id., Augus 16, 1934

bed a reputation to hold up. He promised to do his part.

By March 1935 this cheering headline eppeared in the Gourant.

" Relief Pay for Teachers Ready".

In the mosntine, a new Alabam Legislature, Bibb Graves,
Covernor, had convened in Montgomery. The schools were operating,
but were operating in part on relief funds. This source was
temporary. An aditorial in the Courant stated;

"... If the Legislature of Alabam doesn't do unother thing while it is in session, the Courant hopes that it will make some provision to adequately take care of the public schools of the State. The descrelized state of affairs which has existed emong our schools for the past four or five years is nothing short of deplorable. The way the teschers have fored in a down-right tragedy and should make every self-respecting citizen blush with shame. Short terms, low pay, and in some cases no pay at all, are conditions which alsbams should not tolere to among its schools and teachers. We all know ours is one of the poorer States, but we are not so poor that we can't run our schools for a reasonable length of time.... " During the past four years, teachers and others con-nected with the schools...have undergone herdships and put up with conditions, and have done the best they could with what they had to do with. They should not be expected to do this any longer." E

During the first session of the Legislature, nothing definite was accomplished to put the schools on a staple basis. The teachers, however, did receive their pay on time up to the midtern of 1935-36.

Governor Graves called a special massion of the legislature to convene in Montgomery February 11, 1936. Nothing definite was accomplished, but the groundwork was laid for later improvement.

^{1.} The Courant, December 21, 1984

^{2.} Ibid., Eurch 14, 1935 3. Ibid., May 2, 1935 4. Ibid., Eggander 19, 1935

The school year in Comoun for the term 1935-36 was more actic factory—than had been the several years immediate—ly preceding. The elementery schrola operated for seven months and the high schools for eight months. This was accomplished in part by community sid.

The school year 1986-37 did not begin euspiciously. The first teschere' pay checks in Comoun for that session were not paid until November 1986.

In the meentime, enother special cossion of the legislature had been called by Covernor Graves, to convene in Montgonery Movember 23, 1936. The first problem designs ted for
consideration was, "...to provide additional revenue for the
achools". By an Act approved February 23, 1987, a two
percent calca tax was levied. Just of ter this, Covernor
Graves as cured the County Superintendent of Comean that a
full term for schools was essured. (The new tax, a soles
tex or "Luxury Tex", went into effect Merch 1, 1937.)

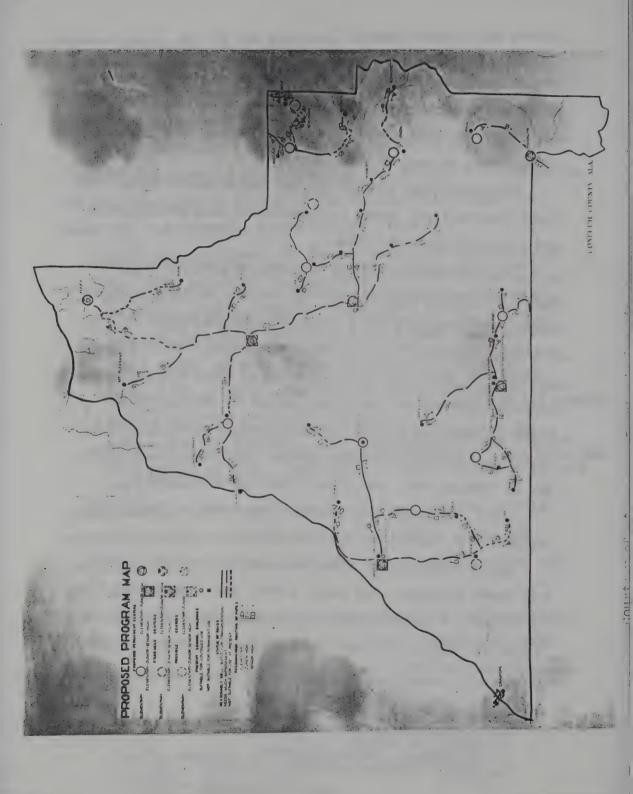
april 29, 1957, this headline appeared in the <u>Courant</u>. "Gomeouh High Cohools to Run Nine Months".

The new school year 1937-38 opened cuspiciously, with full terms promised. One month later, this interesting item was printed, " The Educational Appropriations are now being paid in full for the first time since the Sudget Act was passed."

^{1.} The Courant, Merch 18, 1936

^{8:} Ibid., Hovember 22, 1936 3. Alabama Ages, Special Lession, 1936-37

^{4.} Ibid., pp. 126-48
b. The courant, Merch 10, 1937
b. Ibid., October 20,1937



The item continued, " Let's hope that the next eccaion of the Legislature will see that Education is given its proper status emong the State's functions".

Since 1937, the schools in Cometh County have operated on full term schools with seven months for elementary schools and nim months for high schools. The teachers have been paid regularly, and have received the full scheduled salary seconding to the State Selary Schedule.

of those trying depression years, Superintendent Hanks wrote:

".. The years from 1929 through 1934 were the Bardest.
The depression caused a great shortage of school funds and caused delay in paying the salaries of teachers.
During the early years of the depression, people could not understand thy the teachers were not paid on time...
Tith the cooperation of the teachers truck-drivers and patrons, all of the years for the students were normal, in so far as length of term was concerned, except one.
One year, we were forced to cut the term one month. The schools were operated because of the unselfish attitude of the teachers who taught almost for whatever they could get. He more cooperative group of teachers could ever be found than those who worked with me through the depression years".

Politics

During the era, 1930-38, three major political compaigns were maged by the different of the County. One Covernor and two Superintendents of advection were elected. Carhapa next to school finance, these political compaigns attracted more attention in the County than did any other phase of school activity.

^{1.} Hanks, M. A., Personal letter to the writer.

of Consount County, announced his condidacy against Mr. M. A.

Henks for the position of County Superintendent of Education.

Mr. Presley had lived for a number of years in the Carolinas and Georgia, where he had taught school and served as a minister in The Reorganized Church of Latter Day Saints. Mr. Hanks, also a native of the County, had held the Superintendency since lease. He had appeared the program of consolidation which in some cases had reseted unravorably toward him in the cases of certain classes of people. Too, the effects of the depression had their weight. The empeign was hard-fought. In the May Primary, 1932, Superintendent Hanks was continued in office by a vote of 1,361 to 1,147.

Two years later, Ex-Governor Bibb Graves was again seeking the Covernor chip of the State. He was opposed by Judge Leon Modord, prominent spenish War Veteran and persistent orator, and by Frank M. Dixon, a young Birmingham attorney, who was a netime of Virginia. Governor Graves was running on a "Save the Schools" Platform. He reminded the people of his past record as it concerned schools and health. Judge McCord was running on a "Popular" Platform and Mr. Dixon on a "Promise Nothing" Platform. The official returns in Composite ware;

Graves....1,922 Dixon..... 721 McCord.... 595

^{1.} The Courant, May 5, 1932 2. Ibid., May 5, 1934

In 1936, there were two emdidates for county superintendent of Education of Comoun. Mr. R. D. Heathers, for 15 years.

Principal of the Repton Schools, was opposed by Mr. W. Y.

Floaing, Principal of the State Secondary Agriculturel
School at Evergreen. Mr. Floaing had formerly cerved as
Superintendent of Education in Lee County. In the primary
election which took place May 7, 1936, the vote wes:

Floring 2, 162

life heathers assumed charge of the office in September 1936, succeeding hir. Hanks who resigned in order to eccept the Principalship as the stree Secondary School.

Transportables

One of the major problems of school administration by 1930 was the problem of transportation. The following tabulation will indicate the consolidation trand in Consonhas well as the transportation phase.

Year	Thite Pupils Transported	
1920	82	
1925	287	
1930	1,161	
1935	1,985	

It will be readily comprehended that the cost of this transportation became a major factor. Strangely, however, it was not the question of administration or consolidation that so egitated many citizens, but rather the question of whom the

^{1.} The Courant, "ecomber 4, 1980

truck drivers would be. Of the question of consolidation, superintendent Hanks wrote, " Often much depended upon who was to be the truck driver. Often in Board whether there was much bickering and strike and near-blows over the question of drivers as well as consolidation." Transportation brought its problems. Superintendent Weathers stated:

intendent was mainly taken up at the county superintendent was mainly taken up at the teachers, teacher's
reports, pay rolls and school buildings. Then he had
more time for cotive supervision of classroom work.
dince the savest of consolidation and transportation,
the work of the county superintendent has been more than
doubled. In fact, the transportation brings more difficult problems than all of the other school problems
combined."

These covered over 800 miles per day. Any divid in the County could attend an accredited high school during the day and spend the night at home. Some of the busses were required to make as many as two trips per day in order to bring in the pupils. By 1952 the number of mutes had been reduced to 33. This was due to several factors, among which were look of finances, larger busses, shifts in population, and a better eystem of roads which made longer routes possible. Since 1932, the number has again been increased until by 1938 there were again 40 busses serving the county system. Additional consolidation and an increasing number of children in attendance made this necessory.

^{1.} Henks, M. A. Personal letter to the writer.

^{2.} The Slack and shite, p. 21 3. The Courant, October 8, 1931

The County Survey

One of the most significant occurrences during the ere was an Aducational Survey of the County, conducted by the State Department of Aducation in 1932 of the request of County Superintendent Hanks. The Staff members who conducted the survey were Carl O. Baxter, Chairman; R. M. Tidwell; Dr. Edgar Morphet; and R. E. Ledbetter. These gentlemen made a complete study of the existing aducational conditions in the County and published their findings. From their study, they formulated certain recommunications for consolidation. (See the Consolidation Map opposite page).

Auxiliary Agencies

Under this heading comes the Department of Public welfers as well as those Departments of Attendance and Bealth.

The Department of Child Welfere, which had been out off in 1930, due to lack of funds, was reinstated Jenuary 25, 3 1932. Mrs. J. R. Taylor was again made the director. So successful was she in this work that when the Child Welfere Department was marged with the newly created Department of Public Welfere in September 1935, Mrs. Taylor was retained as Director, which post she holds at the present time.

^{1.} The Courant, January 28, 1932 2. Kaucational Survey of Consent County, 1932

^{2.} The Courant, January 28,1952 4. The Courant, August 16, 1938



The Department of Public Welfere has functioned edmirably in Comean. It has taken over the work formerly done by the Helief Department, which in 1938 had on its rolls 440 families in which were 1,760 children. By 1937, there were approximately 600 families on the Welfere rolls.

the child believe Department in Consolin was a division of the child believe Department from 1925 until 1934 when a separate agency was again established under the Department of Education. It is the flunction of this department to see that every eligible child is enrolled in school, and that he attends school. Under the able direction of Miss Nell Glann Moorer, this department had made considerable progress since 1934, in crousing county-wide attendance interest. Prime have been sworded for perfect attendance, and memorous other devices employed to encourage the children to come to school. Two of the most successful such devices employed during 1936 were free picture show passes each month to the Pix Theatre in Evergreen, through the courtesy of H. Henna, Manager, and a free trip to Pensacola at the end of the school year for every child who was perfect in attendance.

The Meelth Department, which was established in Conecuh in 1928, Dr. E. L. Kelly, Director, has made wonderful progress. Precioally every school child in the County has received free vaccination and anti-toxin transments.

Hookworm has been extensively treated. Health examinations by the County Health Officer are required of every student.

^{1.} The Courant, Merch 9, 1933



11:



gegrifansam Dermi^{nst}iche

Dr. Kelly makes at least two trips to every school each year and checks the physical condition of every pupil.

Building Progress

The Depression curtefled an extensive building pro-

Not until 1935 did the County again undertake a building program. In August of that year, an amplication for a
Public works administration Loan was made in order to
build a new elementary-high school building at Castleberry.
Ditmar and Roberts of Mobile, "labous, were the consulting
architects. The Public Works "dministration agreed to pay
45% of the cost; the county was to sesum the other 55%. A
\$50,000 building was planned. The contract was let to
Henry I. Flynn, Montgomery, "labous contractor, who had the
building reedy for occupancy for the opening of school,
September 18, 1936.

No other large building has been constructed since 1936 in Cone cub. Several buildings have had rooms added and other repairs made. This is particularly true of Lyaffich, where the Vocational Agriculture Class constructed a Vocational building under the direction of Luther White, Teacher. This building was completed in 1937. Rooms have been added at Lyaffion, Repton, Codar Greek, London and Weaver. At Brooklyn, an auditorium was constructed to the school building

^{1.} The Courant, August 15, 1935 2. Ibid., Deptember 17, 1936

under the supervision of Professor Mack English, 1938.

Miscell ancous

opportunity schools have been conducted throughout
the County for illiterate sdults. In 1932, ten of these
schools were in operation during the "unner. Over 100
adults learned to read and write. Since that time, a number
of such schools have been maintained and every illiterate
adult in the County has had an opportunity to attend one
of the schools.

In 1936, Mrs. A. E. Newton, County Supervisor of Elementary Education, commenced a curriculum revision atudy on a county-wide basis. In 1937, she was assisted by Dr. B. R. Showalter, Alabama Polytechnic Institute, who conducted meetings monthly during the cohool year.

The negro schools in Conscuh have made consistent progress since 1925. Adult schools for Hegroes are held at Chim. Mount Aion, Eichburg, Wilcox, Fruitdele, Lambert, Ivey, Bette, Limo Hill, Shiloh and Avergreen. The negro Farm Agent, J. S. Jordon has accomplished a wonderful work smong his race since 1930. Eva Garrison, the negro Supervisor of Slomentary teachers, received a scholarship to Columbia University, New York City, for her splendid record of schievement in the County. The State Department of Sduce tion of Alabama sworded this scholarship in 1937.

By 1936, the State Secondary Agricultural School et Evergreen and transferred to the Commonth County Board of



Conecuh County Teachers

September

Education. At a Board mosting held August 28, 1936, the name of the school was changed to The Evergreen High School.

For the first time, in 1935, free text books were furnished by the State for the first grade pupils. In 1936, the second grade was included; in 1937, the third grade; and in 1938, the fourth grade.

The achools of the County, as of the State, went through s very trying experience during the years of the depression. Hed it not been for the federal aid which came just in time. there is little question but what the public school system in Alabams would have collapsed. As it is, years will be required to rectify the damage that was done during the years 1931-35 to grade-progress and pupil-achievement.

It seems to be true that out of the depression come a renewed interest in schools and in education in general. The Comount County System of Public Schools is firm' and stronger for having successfully survived the trying years of the depression.

The closing remarks of Dr. B. F. Hiley, in his History of Conseuh County, Alabems, seem appropriate;

"...let them (the people of Conecuh) seek to preserve intact the institutions designed to ennoble the messes, and let them be as diligent in service to the generations to follow as were their ancestors to the generation of the present. So shall consoun continue her onwerd progress, and her people shall continue to be elevated in the scale of intellectual and moral excellence, ' to the last recorded syllable of time, " " 3

^{1.} The Courent, September 3, 1936 E. Ibid., June 20, 1935

^{3.} Riley, op. oit., p. 281

A CENTURY AND A HALF UNDER THE

1789 - CONSTITUTION - 1939

EVERGREEN HIGH SCHOOL

CELEBRATES ITS ONE-HUNDREDTH ANNIVERSARY - 1939

A SUPPLEMENT OF THE EVERGREEN COURANT

EVERGREEN, ALABAMA, THURSDAY, APRIL 27, 1939.

PRESENT HIGH SCHOOL WAS ONCE A PIONEER ACADEMY

INTRODUCTION



EVERGREEN HIGH SCHOOL HAS OUTSTANDING EDUCATIONAL PLANT

THE PIRST CABINET

CROSCH WASHINGTON

The Constitution Goes Into Effect

TABLE 11

COMPARATIVE SCHOOL DATA FOR CONECUH COUNTY SCHOOLS 1916-1926-1936

ar		of Chile		Whit	humber of e Female 1	Colored	7-20 1	No. Pass	sed 7thGrade
16	4,020	4,087	8,107	2,096	1,924 2	,013 2	,074	589 31	620
26	4,710	4,105	8,815	2,448	2,262	2,096 2	,009	746 64	800
36	5,213	3,643	8,856	2,762	2,451 1	,841 1	,802	938 246	1,184
	Whit		olored or High	Average A White El.or Hi Gram. So	Color gh El.or	in W. High	Term Days C.		No.Graded Schools W. C.
16	3,032	145 2,8	336 15	1,926 10	9 1,667	3 109	92	71 39	71 36
26	2,827	746 2,1	100 64	2,053 59	7 1,113	43 *	*	60 34	60 34
36	2,916	938 3,0	005 246	2,401 79	5 2,485	201 149	127	34 46	34 46
	White		Colored		of raries te Col'd	No. of Volumes White		Value Librar d White	
6	14	80	18 2	7 16	*	1,509	*	\$808	* ;
86	20	L25	* *	*	* .	*	*	* .	* ;
56	16	108	14 6	5 *	* .	*	*	*,	* _
2	Average Whi	Yearly ite Female	Salary Co Male	lored Female	R	al Monies eceived Colore	Tr	o of Pup ansporte	
6	\$316	\$237	\$162	\$115	\$4]	,303	*		*
15	*	*	*	*	\$11	2,569	*	•	*
16	\$605	*	4:	311	\$21	4,542	2,	296	*
-	*Not Avai	lable &-		Intendent		,			

^{*}Not Available from Superintendent's Report

APPENDIX

BIOGRAPHICAL SKETCHES OF CERTAIN PURSONS PROMINENT IN THE HISTORY OF EDUCATION IN CONSOUR COUNTY

I. No claim is made that this list is complete. It represents only that biographical material that was available.

REVERSED ALEXANDER TRAVIS

The subject of this sketch may well be called "The Father of the Evergreen School system."

Alexander Travis was born in Edgefield District, South Carolina, August 23, 1790. His parents were humble, though respectable people. Rev. Travis was reared on a farm, where he learned the necessity for toil and hard service.

The educational advantages of Rev. Travis were meagre, not exceeding an imperfect training in some of basic rules of the Euglish language. Because he possessed a remarkable mind, and the power of assimilation, he acquired a vast store of information from various sources. This gave him a respectable position in society.

Mr. Travis was said to have been tell and dignified in his bearing. He possessed a remarkably rugged physique. This stood him in good stead in his later labors.

In 1809, he was converted and "baptized into the fellowship of the Addiel Church, in South Carolina." He was licensed to preach one year later, and in 1813 was ordained a Baptist minister. His first charges were churches in South Carolina.

Rev. Travis moved to Conecuh County, Alabama in 1817. He located his homestead at a point several miles south of the present site of Evergreen, where he resided until his death.

In the year 1818, Rev. Travis founded the first church ever established in Conecuh County. This church became known as The Old Beulah Church. It was located on the Sparta-Brocklyn Road. It should not be assumed that all of the labors of Rev. Alexander Travis were limited to that one church. It was he who established the Baptist churches at Belleville, Brocklyn, Higdon, and Evergreen.

Rev. B. F. Riley stated of Rev. Travis:

"The sparseness of the population compelled him to take long journeys from week to week to preach to his churches. But never did inspired spostle address himself to his work with more alacrity. During the week, he was an earnest, active student. His library was a plain English Bible; over this he would assiduously pore, by the aid of blazing pine knots, after his labors in the field. Such was the devotion of this pioneer disciple, that he would leave his home early on Friday morning in order to walk to his appointments thirty-five miles away. And not infrequently, in these footmarches, he would snecunter swellen streams; but, nothing daunted, he would strap his saddle bags--which he always carried in his hands--about his neck, boldly plunge in, and swim to the opposite shore."

Because he possessed unusual parliamentary ability, Rev.

Travia was the Moderator of the Bethlehem Association for more
than 20 consecutive years.

It was Alexander Travis who called the first meeting in Evergreen to discuss the possibilities of establishing an Academy at that place. We was chosen as chairman of that first meeting, and was later to serve as the first chairman of the Board of Trustees of the Evergreen Academy. It was Alexander Travis who gave Evergreen Academy its name. Not only did Mr. Travis interest himself in the Evergreen school, but he took an active interest in education over the entire county.

Because of the fact that he visited many localities, and that at every opportunity he encouraged education, and that the people respected his opinion, it is impossible to calculate the tremendous influence he must have exerted in the educational history of the county.

Elder Travis died at his home in 1852. Dr. Riley stated:

"His death was a public calamity, and was universally lamented. He was emphatically a good man. He was, in many respects, a man of greatness. He was unswerving in his principles, and had the courage of his convictions which he boldly evinced when occasion required; and yet, in his general deportment, he was as meek as a child."

"So evenly balanced were all of his powers--mental, physical and moral--that he was admirably fitted to the work Providentially assigned to him in a rugged, pioneer region."

In the Old Beuleh Cemetary, at the pulpit end of the former location of the Church, Alexander Travis was buried. A plain marble shaft marks the final resting place of this early Conecuh minister and educator.

JEPHTHA V. PERRYMAN

Jephtha V. Perryman, the second Superintendent of Education of Conecuh County, was born in Twiggs County, Georgia, February 9, 1798. While yet a young man, Mr. Perryman removed to Henry County, Georgia, where he met and married Miss Jones. Shortly after his marriage, Mr. Perryman brought his bride to Conecuh County, Alabama, and established his home on the west side of Murder Creek, at a point due west of the present site of Evergreen.

Mr. Perryman soon assumed a place of leadership in his adopted county. He was smong the first judges of Probate of

^{1.} Riley, R. F. op. cit.. Riley, B. F. The History of the Daptists

Coneouh, having occupied this position as early as 1835. In 1836, he resigned this post to become the Wig Candidate for the Alabama Assembly. For two years he was the representative of his county in the State General Assembly, where he took an active and constructive part in aiding his State to pass safely through the financial storm that was awarping the country at the time. In 1858, Mr. Perryman was selected as the County Superintendent of Education, for Conecuh, succeeding Mr. Patrick D. Page who removed from the county to Texas.

Mr.Perryman had long been interested in educational effeirs. He was one of the sponsors and a member of the board of trustees of The Evergreen Mele and Female Academy. With Rev. Alexander Travis, he was largely instrumental in establishing the Academy at Evergreen. For a number of years, he served as the Secretary of the Board of Trustees.

Because he had taken such an active part in the development of the section, a suggestion was made at a meeting in Cosey's Old Field that the new Academy which was to be established should be called "Perryville Academy" in honor of Mr. Perryman. Because he was a very modest man, he declined the honors, and the place was then given the neme "Evergreen".

During his two years as County Superintendent of Education, Mr. Perryman devoted himself with all of the ardor of his nature to the development and improvement of the public schools in the county.

When the projected plans for a railroad from Mobile to Pensacola caught the fancy of the citizens of Coneouh, Mr. Perryman resigned his office in order to become one of the contractors on the job. It is thought that the fatigue and exposure incident to the work produced the sickness which resulted in his death which took place at his home, on March 30, 1861, just a few days prior to the completion of the railroad.

It is said of Mr. Perryman that he lived in an atmosphere entirely above the reach of the petty arts by which politicians woo the people. When he was once convinced of the correctness of a given course of conduct, the force of public opinion was weak indeed. It was written of him:

"He was firm without being obstinate; positive without being stern. To him the Town of Evergreen is largely indebted. His exreest spirit gave life to many of its first improvements."

"Duty was his pole star, end not the opinions of his fellows. He is described as having been exceedingly liberal and hospitable. No petty avarice, no sordid embition, characterized a single act of his life, and whatever fault may have been imputed to him, no one thought him capable of a dishonorable act."

"The beauty that invested his useful life was, that whatover he undertook, he did it without estentation."1

Judge Perrymen was first interred on the Franklin Plantation-the buriel ground of William Jones, Sr., his father-in-law--within
a short distance of his first home in Cenecuh. A few years later

^{1.} Riley, B. F. History of Conecuh County, Alabama. The latter facts were obtained from a visit by the writer to the grave site.

the remains were removed to Evergreen, where they were placed in a grave atop a hill opposite and overlooking the site of The Evergreen Academy. A handsome marble obelisk marks the grave site. It was erected by the citizens of Evergreen in memory of the man who had contributed so largely to its early development.

CHARLES A. NEWTON

Charles A. Newton, long-time Superintendent of Education in Conecuh County, was born in Swanton, Vermont, January 27, 1836. His parents were S. W. and Charlotte A. (Smith) Newton, also natives of Vermont.

Mr. Newton received a liberal education in his youth, having attended schools in both Vermont and New Hampshire. At the age of 21, he came to Alabama where he followed his chosen career—that of teaching. During the first year in his adopted State, he taught a school near Monroeville; the next year, he removed to Montgomery County, where he accepted the principal-ship of a school. His friends in Menroe County were persistent in their efforts to prevail upon him to return to Monroe, and acceding to their wishes, he came back, and taught school there until the outbreak of the Civil War.

Mr. Newton enlisted for a term of 1 year in the 1st Florida Regiment, after which he removed to Conecuh County and taught school at Belleville for three years. Again, in 1863, he enlisted in the Confederate Army, and served until the early part

of 1864, when he was captured at Pine Barron, Florida, and sent to Ship Island as a prisoner of War.

After the War had closed, Mr. Newton was released. He returned to his home and accepted the principalship of the Pineville School in Monroe County, where he taught for 31 years, after which time he returned to Belleville, and served as the Principal of the Belleville Academy for a period of 17 years.

In addition to his teaching, Mr. Newton was an outstandingly successful business man. He was a partner in the Belleville general mercantile firm of Forbes and Newton from 1876 to 1885.

Upon the death of Mr. Forbes in 1874, Mr. Newton continued the business with Mr. Forbes son, until 1883, at which time it was dissolved, and the firm reorganized under the mane C. A. Newton and Son. Mr. Newton owned, in addition to his mercantile interests an extensive tract of land amounting to over 1,500 acres.

He was married in 1863 to Lucy C. Ballard, a daughter of
Theophilus Bellard, one of the pioneer settlers in Conecuh.
Five children were born of the union. They were William H.,
merchant and long-time member of the Board of Education in
Conecuh; Earnest E., at one time sub-professor of Geology,
University of Alabama, and later a prominent lawyer in Conecuh
County; Nettie, wife of E. M. Carter of Vincent, Alabama; Claude
C., a dentist; and Guy G., a prominent physician in Conecuh.

Politically, Mr. Newton was a Democrat. He was an active member of the Presbyterian Church.

In the personal memoirs in The Memorial Record of Alabama is found this quotation,

"In his professional career Nr. Newton has made a creditable record and his interest in behalf of education has been the means of lifting the schools of his adopted county to a very high plane of usefulness. He is a popular citizen, and his long connection with educational work has gained for him a statewide reputation as a teacher."

In 1874, Mr. Newton was chosen County Superintendent of Education of Conecuh County, which office he held for exactly 20 years. It was his privilege to assume control of the public schools just after the era of Reconstruction. Largely through his foresight and by his ability did the Conecuh County Public Schools experience that era of expansion which characterized the system from 1875-1900.

Prof. Newton died at his home in Belleville on Monday, March 5, 1900. His passing was lamented by all who knew him. Tributes of respect and affection were expressed by all his numerous friends. In an editorial, the Evergreen Courant stated:

"The death of this well-known and highly esteemed citizen of Conecuh County removes one of the few remaining landmarks of a regime now fast disappearing in the South."

*Prof. Newton was not only an accomplished scholar and polished gentleman of the old school, but was one whose long and useful life kept ever abreast of the progressive advances of the day. He was for many years Superintendent of Education of this County, which position he filled with credit to himself and honor to his county. He had ever been active and useful worker in politics, being an unswerving Democrat.

"Polished, refined and courtly, Prof. Newton yet had the warmth of heart and geniality of nature which brought young and old equally into pleasant and lasting relations with him. His home life, at his pleasant and ever hospitable country seat at Belleville, was an ideal one. He had always followed the quiet, peaceful pursuits of a farmer-merchant, and had around him all that could conspire to make life happy and attractive.

2. The Evergreen Courant, March 7, 1900.

^{1.} Memorial Record of Alabama -- Coneouh Memoirs.

"His place in the affections of those who were happy in forming the ever-widening circle of his personal friends, is too secure for him to be forgotten. He passes from us like the sun-light of summer; falls like the earliest leaf of Autumn blown by the rude wind coming out of the cave of death."

GEORGE MARION HARPER

George Marion Harper, for many years a leader in education in Conecuh, was born October 27, 1861 at Herbert, Alabama.

His father was Robert Alexander Harper and his mother was Susie Anna Purnell. They came from Greenville, South Carolina, and homesteaded at Herbert, Alabama, Conecuh, County, in 1950.

Young Harper's schooling was obtained at the local schools at Wount Union and Herbert, which institutions he attended at every opportunity. Due to the fact that these schools operated for only a few weeks during the summer months of each year, he did not have the opportunity of extensive formal schooling during his school days. He was an eager reader and a natural student. By dent of applied energy and ambition he was able to acquire for bimself what smounted to an excellent informal education.

From 1880-1887, he removed from Alabama and resided in Texas. While in that State he attended school. It is said of him that in order to make sufficient money to make it possible for him to pay his board in order to stay in school, he choosed wood in the afternoons.

In 1887, Mr. Harper returned to his home in Alabama. One year later, March 15, 1888, he married Miss Johnnie Annie Deer. The ceremony took place in her father's home at 016 Town. Seven children were born to the couple. The children were Orren Ferman, George Bertran, William Edgar, John Robert, Maxie, Jessie (Mrs Connie Bailey) and Tessie (Mrs Archie Mo-Millan Rumbley).

During the period from 1890 to 1900, Mr. Harper taught school at Mount Union, Old Town and Herbert. He served as county superintendent of education for Conecuh from 1896 to 1900 and from 1902 to 1912. From 1920 until the time of his death in 1926, he was a member of the Conecuh Board of Education.

It may be said of him that he devoted the best part of his life to the field of education in his home county. He made a watchful, capable officer, in whom the people of the county reposed considerable trust and confidence, and evidenced by the fact that for seven terms they elected him to the post of County Superintendent of Education. His phile osophy of life was to live a clean and useful life. His philosophy of education was to give every child an equal chance to equip himself or herself for life's work. He strove for longer school terms, better school buildings, a more adequate curriculum, and better trained teachers.

Mr. Harner was a member of the Presbyterian Church, and Woodman of the World and the Democratic Party.

^{1.} Rumbley, Mrs. A. M.--Information for the sketch written at the request of the author.

ROBERT EDWARD LEE KEY

Robert E. Lee Key, Superintendent of Education of Goneouh County from 1913 to 1917, was born in Farmersville, Loundee County, Alabama, May9, 1868. He attended the public schools near his home, and later graduated from the Hishland Home College in Butler County, Alabama.

Upon graduation, Mr. Key chose teaching as his life work. He taught in Lowndes and Butler Counties prior to his removal to Conecuh Gounty. In 1899, he came to Conecuh, where he taught school at Brookln. From 1900 to 1909, he continued the school at Brooklyn. In 1909, he was elected to the principaley of the Castleberry school, which position he held until the election for county superintendent in 1912, at which time Mr. Key won the election. From 1913 to 1917, he served the county as superintendent. His term was marked by progressive administration of the school system. He taught at Old Town in 1923.

Mr. Key married Miss Winifred Weaver, of Weaver, Conscub County, on November 24, 1909. A son, Robert E. Key, Jr. was born February 2, 1917; a daughter, Frances Scott Key was born April 5, 1920.

Mr. Key served as town clerk of Evergreen from 1923 to his death in 1925. He was buried at Evergreen.

MARVIN A. HANKS

Marvin A. Hanks, former Superintendent of Education in Conscub County, was born in that county August 20, 1800. His ancestors on the paternal side were Scotch, having moved from

Beotland to North Carolina, and later to Coneouh County. A. H. Hanks, his father, was born and reared in Conecuh County. On the maternal side, Hr. Hanks came from Scotch-English ancestry. His mother was Rebecca (Viddleton) Hanks. Her family had moved to Consouh from near Charleston, South Carolina before her birth.

Br. Hanks obtained bie early schooling in the nubite schools of Consoul County, This training was sumplemented by private tutors in his home. In 1915 he entered the State Teacher's College at Troy, Alabama, from which institution he graduated in Way, 1917. At the beginning of the School . year 1917-18, he commenced teaching in the Wast Brewton Wigh School. but resigned his position before the end of the year in order to enlist in the United States Army. He was a member of the Signal Corps. After the armintios, Hr. Hanks was nustared out of service, and resumed his profession. He taucht school from 1918-1919 in the Consoun Public School at Banvas. During the year 1919-1920, he was elected principal of the Repton Wigh School, which place he held for two years, after which time he resigned in order to continue his schooling. He enrolled in the school of Education at the University of Alabama, but before completing his term there, he was selected by the Consent County Board of Education to serve as County Amerintendent. This occurred in 1923. Later, during the suggers, Mr. Hanka returned to the University, where he obtained his B. A. degree in Education, and then proceeded to take graduate work in Educational Administration.

In 1923, the office of County Superintendent of Education in Conecuh was made elective by popular vote. In 1924, Mr. Hanks was a candidate for the position. He was elected for a four-year term by an overwhelming majority. Four years later, in 1928, he was again a candidate and again he was chosen by the people of the county. In 1932, he ran for the third consecutive term and for the third time he was selected by the people. In 1936, prior to the end of his term, he resigned the position in order to assume the principalship of the State Secondary Agricultural School at Evergreen, which position he now holds,

June 4, 1924, Mr. Hanks was married to Miss Wilnows
Simmons, who had been reared in Monroeville, Alabama. Of this
union were born two children. Marvin A. Hanks, Jr., March 7,
1925; Elizabeth Hanks, February 27, 1928.

Mr. Hanks is a member of the Methodist Church. We has for years been an active officer in that organization, and the teacher of the Weelsyan Bible Class at Evergreen.

Fishing, hunting and horticulture are Hr. Hanks' hobbies. His collection of flowers and shrubs is one of the finest in Conscuh County

During Mr. Hanks' administration of the school system in Conscuh County, 1923-38, the greatest progress over attained during any one ere was made. It was during his administration

^{1.} Hanks, W. A .- Personal letter.

that the program of Consolidation was carried forward with such successful results. To him, more than to any other one person, is due the oredit for a large part of this progressive movement. The Evergreen Courant stated.

"Since 1926 the Concount County schools have been headed by Superintendent Marvin R. Hanks, an experienced educator and an executive with a keen vision to the future. He, with the Board of Education, has been responsible for the great forward strides made by the educational organizations. Carefully he has mapped out methods of procedure and outetly has carried plans through. Gon-olidation has been one of his chief sime."

DR. EDWARD LAMAR KELLY

Perhaps no individual, except professional school men, have contributed more to the development of schools in Consount County since 1900 than has Dr. R. L. Welly.

Edward L. Kelly was born in Monroe County, Alabama, June 11, 1871. His parents were Samuel Riley Kelly and Elizabeth (Owens) Kelly. Dr. Kelly received his common school training in the schools of Monroe County. His professional training was obtained at the Medical Department of the University of Alabama, which was located at Mobile. He graduated from this institution April 6, 1900 with the degree of Medical Doctor.

It is interesting to note that Dr. Kelly taught several sessions of school in Consoun County prior to his entrance into the Medical School. One of these was at Renton in 1804.

95. The other was at Lenox, also in Consoun County, which at that time was a log camb. This last school was in 1805.08.

^{1.} The Evergreen Courant, Oct. 30, 1930

May 24, 1900, Dr. Kelly passed the examination of the State Medical Board, and immediately commenced his career as an active physician at Wallace, in Recembia County, where he practiced for 2 years. In 1903, he removed to Foshes, Alabama, also in Recembia County, where he practiced for one year, after which he returned (1904) to Repton in Conscub County, where he has since resided.

Dr. Kelly was married in December 1971 to Miss Lucy
Riddle Straughn, a descendent of Fielding Straughn who was
one of the pioneer settlers of Conscub, having moved to that
county in 1817 from North Carolina. Of the union were born
five sons: Warren, Clay (deceased), Bruce, Guy and Kart.

In 1910, Dr. Kelly was elected a member of the Concount Gounty Board of Education. Thile a member of that body, he was noted for his progressiveness and his business acumen. It is largely through his efforts that the school at Range, and Reeves were constructed. Perhaps more to him than to any other one man is due the credit for the location of the Repton High School.

Then the consolidation program was commenced in Consouh County, Dr. Kelly foresaw the advantages of such a movement, and threw himself into the fight with all of the ardour of his nature. In speaking of the consolidation movement in Consouh, the Courant stated, "Great bredit must be given to Dr. E. L. Kelly who for 18 years served as a member of the County Board of Education." During all of that time, he was Chairman of The Board.

In 1928, Dr. Kelly was elected by the Conecuh County Medical Association to serve as County Health Officer, and to assume charge of the newly-created County Health Depart-Since 1929, he has been actively in charge of the work of that department which was begun Oct. 1, 1928 in that county. Much of his work has been connected with the examination of children in the public schools. In order to give an idea of his work, it might be mentioned that from 1929 to 1930, Dr. Kelly examined 3,289 school children, 2,424 of whom were found to have defects. By 1930, 803 of the defects had been remedied. and most of the others were in process of correction. ulosis cases were located and treatment prescribed, dental work was prescribed, eyes were examined, toxin-anti-toxin admministrations for dichtheria, and typhiod have been administered. Practically every school child in the county has been innoculated against small pox. Malaria has veen taken into consideration, as have been hook-worm and diseases common to the section. In the same year period, more than 250 privies and 157 sectic tank connections were installed in the rural districts of the county, upon recommendation of the health department. The entire health program in the county has been prograssing consistently since Dr. Kelly assumed charge.

Dr. Kelly is an active member of the Methodist-Eniscopal Church. He is chairman of the Board of Stewards at Repton. For a number of years he has served as Superintendent of the Methodist Sunday School. He is also Charge Lay Reader in the

Repton Circuit. He is a member of the Masonic Lodge in which organizations to which Dr. Kelly belongs are the Woodman of the World, and the State and County Medical Associations,

MRS. MAMIE W. TAYLOR

Mrs. Mamie W. Taylor has been outstanding in educational work in Conecuh County since 1918. At that time she served as co-principal of the first Junior High School located in the county, at what is now Lyeffion High School.

Mamie Worland Taylor was born in Escambia County, Alabama, and attended elementary schools in that county. Later, her family moved to Tyler Town, Mississippi, where she finished high school. Then came three years at Graceland College in Lamoni, Iowa, from which she graduated with a diploma in Arts. Further educational work was pursued at the University of Alabama, from which institution she received a Bachelor of Science degree, with a major in sociology and history and a miner in English.

In helping to inaugurate the Junior high school movement in Conecuh, Mrs. Taylor made a district contribution to that phase of educations development in the County. Until 1930 she worked in that field with outstanding success. So successful was she in dealing with bothe patrons and publis that the County Board of Education invited her to become County Attendance Officer, which position she accepted. It was she who initiated the first systematic effort at Organized

Attendance work ever undertaken in the county. The following chart will emphasize the effectiveness of her work:

Av. Daily Attendance

Goneouh

Gounty

70.63

77.09

70.63

It should be noticed that these figures include the "henressing". Years. " It is significant that consistent progress took place.

In 1935, when the Department of Public Welfare was created in the County, Wrs. Taylor was invited to assume charge of this work because of her knowledge of the county conditions and also because of her particular fitness for the work due to her training in college and her experience in the county attendance work. Her record in that department speaks adequately for itself. Since 1935, she has been actively in charge of the welfare work in Conecuh county, and so ably has she conducted the affairs in that office that she has received state-wide recognition for her work.

Hrs. Taylor is a gifted speaker and reader and her been called upon on numerous occasions to address satherings over the county, where she always delighted her sudience with the aptness of her remarks and the charm of her delivery.

It might be interesting to note that Mrs. Taylor organized the first rural Basket Ball Teams in Consouh County, and was largely responsible for nopularizing that sport in the county. At one time she coached a boys basket ball team at The Junior High School (then the only such school in the county) which won the County Basket Ball Championship, defeating the several high schools at Evergreen, Castleberry and Bepton.

Brs. Taylor has two hobbles: Young neonle and flagers. They are in a way, indicative of her, as an individual.

Hrs. Taylor is married to Robert W. Taylor, a native of Consouh County. They have one daughter, Manyelu, who is teaching in Jacksonville, Alabama.

R. G. BOZEMAN

Since 1925, Mr. Bezeman has been prominently identified with educational interests in Consoub, County, and has taken an active and leading part in furthering educational development in the county.

Robert Guston Bosomen was born on a farm in Covington County, Alabama, December 5, 1986. He received his education in the public schools of that county, and later attended and graduated from the Troy State Teachers College. He dontinued his education at the University of Alabama. His schooling was enterrupted by the World War.

In 1919, after he returned from the Army, Mr. Mosemen boman his career as a teacher in the Covington County School System. In 1923, he resigned in order to assume the principle—ship of the Evergreen City School. From three years he served as the principal of that institution, and resigned in May 1936 in order to become the editor of the Evergreen Courant, which had recently been reorganized.

Since 1996, Mr. Boreman has been sotively in charge of

The Courant. In that position, he has had many opportunities to wield the influence of that paper in behalf of education. In every instance, the policies of The Courant have been in behalf of schools and the school people. Public education occupies a prominent place in the policies of The Courant.

In 1928, Mr. Bozeman was elected a member of the Consoult County School Board. Since 1939, he has served ably as Chairman of that body. It should be remembered that a nortice of the time during Mr. Bozemanh administration, the "Denragation Years" were seriously threatening the schools of the State.

During all of this period, Mr. Bozeman was fighting gallantly for education, both in the Board Meetings and in the editorial polizies of his paper. A great deal of credit is due to him for the admirable manner in which the Board coonerated with the Superintendent and Teachers in enabling the schools to survive through that period. Mr. Pozeman also serves on the Evergreen City Board of Education.

In 1925 Fr. Bozeman was married to Fiss Susan Dickey of Evergreen. They have four children, Bettysue, Robert Caston, Jr., Dickey and Pace.

Mr. Bozeman is a member of the Bentist Church. He is a member of the Board of Deacons of the Evergreen Church. For a number of years; he served as Superintendent of the Sunday School. He is past president of the Lions Club, Evergreen; past post Commander of the Alma Martin Post, American Legion; a nember of the Woodman of the World; Entary International; and The Business Han's Evangelistic Cluc. From 1935-37, he served as President of The Alabama Press Association.

MRS. JINETTA TATLOR NESTON

No person in Conscuh County during the pest decode
has contributed more to the development of elementary
education than has Mrs. Jeretta Taylor Newton. In 1926,
Mrs. Newton become supervisor of Elementary Education
in the County. The brought to her work the very newest
developments in the field of elementary teaching techniques.
Her inspiring leadership has meant much to the elementary
teachers in Conscuh and more to the thousands of elementary
pupils who have attended school in Conscuh during Mrs.
Newton's incumbency.

Born in Montgomery, Alabams, and educated in the elementary and secondary schools of that tity, Mrs. Heston at tended schools in Chio and New York States. She holds the Dachelor of Arts and Sechelor of Coienes degrees from the Chio State University, and the Master of Arts degree from Columbia University in New York City. Before coming to Conscuh County, Mrs. Meston was a mamber of the faculty of State Teachers' College at Troy, Alabams.

Mrs. Newton brought to her work in Conson a rich background of training, which, coupled at the her natural ability and sympathetic understanding of the teachers' problems made her a most valuable member of the Staff in Consonh Alementery Education.

Very largely through the efforts of Mrs. Newton, the elementary department in Compath County attained on envisble standard of schievement. Mrs. Newton constantly

traised the importance of reading as an essential tool of learning, and she has made many contributions to the development of reading in the Conscub schools.

In all of her work, Mrs. Newton has exhibited much ability. She is considered one of the most outstanding authorities on elementary education in the State of Alabama. For several years, she has taught in the Summer Sessions at Alabama Polymechnic Institute in Auburn. She has held prominent positions in the State Education Association, and has frequently served as speaker during meetings of the Association.

Mrs. Neston is the wife of Honorable Eurnest E.
Newton, Attorney-at-Les, Evergreen. Mr. Neston is a son
of Professor Charles Heston, prominent Conecuh educator.

huch to the regret of her hundreds of friends
in consoun, Mrs. Nexton is no longer serving as Supervisor
of Slamentary Education in Consoun, having occupted the
principalship of an Elementary School in Montgomery,
Alabama, her former home. She parries with her an enviable
record of Schievement, and the effection of those teschers
who had the privilege of being benefitted by her supervision,
and of the pupils in the schools who had come to know her
and to appreciate the charm of her personality.

MISS WELL GLENN MOORER

One of the younger but very prominent persons in education in Cone cub County is Miss Well Glenn Moorer. It is her job to see that all children within school age and subject to the compulsory attendance laws of the State of Alabama are enrolled in school and that they attend with some degree of regularity, in Concoub.

It is to Miss Moorer to whom Come cub teachers turn when they have problem cases. To her they send their lists of absentees and to her they report all attendance records required.

Nell Glenn Moorer was born in Evergreen, Alabama in the year 1914. She is the second daughter of the lete L. L. Moorer and Nell G. (Glenn) Moorer. Miss Moorer received her education in the Evergreen Elementary School, the State Secondary Agricultural School at Evergreen, and Alabama College, Montevallo. At college. Miss Moorer majored in Sociology. She has been attendance worker in Come cuh since 1936. During the Summers since 1936, she has worked with the Red Cross in Louis ville, Rentucky, doing flood relief work. Her experience includes social work done at Alabama Training School for Delinquant Girls, W.P.A. Visitor at Huntsville, and counselor at Hull House Simmer Camp near Chicago.

Miss Moorer is a member of the Methodist Church, in which institution she has taken great interest in the young people's work.

Since coming to the Commun work in 1936, Mies Moorer has been quite active in stimulating pupil interest in ottendance. Under her guidance, every achool in the County has appeared "Attendance Drives", which have been most successful.

In handling the problem cases, Mies Moorer has been tactful and successful. In consequence, many children are attendents the were formerly delinquents. Miss Moorer deserves press for her splendid record.

In 1957, the Departments of Education and Public Welfers in Cone cub spensored a monograph, The Black and White, which dealt with the general topic of attendance in relation to progress in school work. Of this publication, hiss Moorer served as editor. The publication contains a wealth of interesting information and statistical data. Hiss Moorer is largely responsible for this timely work.

By helping to keep youngsters in school, Miss Moorer
is doing a worth-while work in the educational field in
Conscuh.

LIST OF

SUPERINTENDENTS OF EDUCATION CONSCUR COUNTY, ALABAMA

1856-1938

Nemo	Date
PAGE, PATRICK D	.1856-57
PERRYMAN, J. V	.1857-60
BRARD, WILLIAM	.1860-62
FORBES, S.G	.1862-64
ASHLEY, WILLIAM A	.1864-65
JONES, A.W	.1865-68
MILLER, WILLIAM P., SR	-1868-71
LEDKINS, W.J	.1871-74
NEWTON, CHARLES A	.1874-94
HARDY, E. J	.1894-96
HARPER, G.M	896-1900
LOWERY, S.A	.1900-08
HARPER, O.M	.1902-13
KEY, R.B.L	.1913-17
BENNATT. W.R.	
HANKS, MARVIN A	.1925-36
WRATHERS HENRY D.	

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Moorer, Miss Nell Glenn, Evergreen, Alabama
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